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ABSTRACT

Information is presented on standardized tests used at California undergraduate and graduate/professional schools for admission and placement purposes. The following four tests used at the undergraduate level are described: the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, the Scholastic Aptitude and College Board Achievement Tests, the American College Test, and the Test of English as a Foreign Language. The following five tests used at the graduate level are also summarized: the Graduate Record Examinations, the Graduate Management Admissions Test, the Miller Analogies Test, the Law School Admission Test, and the Medical College Admission Test. The test descriptions include information on test reliability, measurement errors, the numbers of students taking the test, the ethnic background of test-takers, and mean scores of test-takers. The text of California Senate Bill No. 1758 on standardized tests in postsecondary education is appended, along with extensive information on each test including: number of times the test was taken during the testing year; the number of students who took the test once, twice, and more than twice; fees received from test-takers; and expenses attributable to the test, by type of expense. Twenty-five display tables are included in the text. (SW)

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STANDARDIZED TESTS USED FOR HIGHER EDUCATION ADMISSION AND PLACEMENT IN CALIFORNIA

Preliminary
Scholastic Aptitude
Test / National Merit Scholar-
hip Qualifying Test • Scholastic Apti-
ude Test • College Board Achievement Tests
merican College Test • Advanced Placement
Examinations • Test of English as a Foreign
Language • Graduate Record Examinations •
Graduate Management Admission Tes
• Law School Admission Tes
• Medical College
Admission
Test

HE 019 338

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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Summary

Senate Bill 1758 of 1984 (Torres), codified as *Education Code* Sections 99150-99164, requires sponsors of standardized tests to report certain data, including financial disclosures, to the California Postsecondary Education Commission on an annual basis, provided the test sponsor administered the test to 3,000 or more test subjects in California during a testing year, a fee is charged the test subjects, and the test has been given for at least five years. Included under the law are tests used for admission to postsecondary institutions or programs, as well as tests used for placement purposes in institutions or programs.

Under the law, the Commission must submit a summary report on these tests to the Governor, the Legislature, the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, and the Superintendent of Public Instruction on or before March 1, 1986, and annually thereafter.

This document is the first in this annual series of summary reports. It briefly describes each of the 11 standardized tests that fell under the purview of the law in 1985 and presents data pertaining to them. Each of the sponsors of these tests complied with the provisions of the law regarding the information they submitted to the Commission.

Pages 1-30 contain the Commission's summary of the tests. Pages 31-40 state the provisions of Senate Bill 1785. Pages 41-148 reproduce materials submitted by the test sponsors in compliance with the law.

The Commission adopted this report on March 17, 1986, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Publications Office of the Commission. Further information about the report may be obtained from Suzanne Ness, the public information officer of the Commission, at (916) 322-0145.

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STANDARDIZED TESTS USED FOR HIGHER EDUCATION ADMISSION AND PLACEMENT IN CALIFORNIA

A Report Published in Accordance with
Senate Bill 1758 (Chapter 1505, Statutes of 1984)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Second Floor • 1020 Twelfth Street • Sacramento, California 95814

COMMISSION REPORT 86-7
MARCH 1986

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Introduction

CALIFORNIA enacted its first legislation pertaining to standardized tests in 1978 through Senate Bill 2005 (Dunlop). That law required sponsors of standardized tests used for college and professional school admission, such as the Scholastic Aptitude Test and the Law School Admission Test, to file financial disclosure statements and copies of materials distributed to test takers, recent tests, and corresponding answers with the California Postsecondary Education Commission, provided the test was administered to at least 3,000 individuals in California. This information then became public record and was made available to interested parties through the Commission's library.

In 1984, Senate Bill 1758 (Torres; reproduced in Appendix A) repealed and recast the previous law. The new law retained the provision that only tests administered to 3,000 or more test subjects need submit data, and added the additional qualifiers that a fee must be charged the test subject, and the test must have been in use for five years or more. It expanded the type of information that test sponsors were required to make available to test takers, and file each year with the Commission, and it also required the Commission to submit an annual summary of this information to the Governor, the Legislature, the boards of the three public segments, and the Superintendent of Public Instruction.

This present report constitutes the Commission's initial response to this new law. It contains brief summary statements about each of the tests for which the Commission has received information -- first, those used by undergraduate institutions, and second, those used by graduate and professional schools.

- Part One describes four tests used at the undergraduate level -- the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test, the Scholastic Aptitude and College Board Achievement Tests, the American College Test, and the Test of English as a Foreign Language.
- Part Two describes five tests used at the graduate level -- the Graduate Record Examinations, the Graduate Management Admission Test, the Miller Analogies Test, the Law School Admission Test, and the Medical College Admission Test.

Financial disclosure data pertaining to the tests is reproduced from the test sponsors in Appendix B.

Because standardized tests play a major role in college admission and placement, it is important that students, parents, educators, and the general public understand the purposes and characteristics of these tests and the uses of test scores. To this end, the sponsors of all tests summarized in this report provide high school and college counseling offices with information about their tests. They also provide potential test takers with information bulletins describing the tests and containing sample questions from past editions of the tests. These pamphlets, brochures, books, and tests may be reviewed in the Commission's library at 1020 Twelfth Street, Sacramento, California 95814. Information about library hours may be obtained from Elizabeth Testa, Senior Librarian, at (916) 322-8031.

1

Tests Used for College Admission, Placement, and Financial Awards

Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)

This test, taken by 95,403 California high school juniors in October 1984, is co-sponsored by the College Entrance Examination Board (informally called the "College Board") and the National Merit Scholarship Corporation and administered by the Educational Testing Service. Its two parts -- verbal and mathematics -- are intended to assess students' ability to reason with facts and concepts rather than recall specific facts from high school courses.

The test serves several purposes:

- Most generally, by taking the test in their junior year, high school students have the opportunity of comparing themselves to other test takers nationally and to give themselves a rough estimate of how they might do on the Scholastic Aptitude Test (SAT) that many college-bound students take in their senior year.
- In addition, the test is the entry for students to be considered by the National Merit Program at the beginning of their senior year for high performance. Approximately 15,000 of these students are designated as semi-finalists in the Merit Program and go on to compete for $21 million in scholarships.
- Black students may also use the test for consideration in the National Achievement Scholarship Program for Outstanding Negro Students. Some 3,000 students are honored by this Achievement Program each year, with 1,500 continuing on to the final competition through further testing in their senior year that parallels the National Merit Program. (Black students may compete in both programs, although they are eligible for only one monetary award.)

Displays 1-3 on page 4 compare California test takers to those in 11 other western states and the nation. California scores are included in the national and western figures. Nationally, nearly 1.14 million students -- about 38 percent of high school juniors -- took the test in October 1984. The 95,403 Californians who took it account for 31 percent of the State's public and private schools junior class.

Display 1 on page 4 shows that California's test takers consisted of virtually the same proportion of young men and women as the test takers nationally.

Display 2 shows the ethnicity of the test takers nationally, in the 12 western states, and California.

Display 3 shows mean scores of juniors taking the PSAT/NMSQT in 1984. It indicates that on a score of 20 to 80 (equivalent to 200 to 800 on the SAT), the Californians' mean 40.5 verbal score was lower than the national average of 41.0. However, their 44.6 mathematics score exceeded the national average by 0.4 points. Display 3 also displays differences among males and females at both the national and State levels. Nationally, males scored a full 1.0 point higher than females in verbal aptitude and 4.2 points higher in mathematics. The same situation prevailed at the State level, with males scoring 0.9 points higher than females in verbal aptitude, and 4.6 points higher in mathematics.

Scholastic Aptitude and College Board Achievement Tests

The Scholastic Aptitude Test (SAT), taken by 104,585 California high school students -- most of them seniors -- during the 1984 testing year, measures verbal and mathematical reasoning abilities related to successful performance in college. SAT scores, in conjunction with students' high school grade-point average, are major factors in determining the admissibility of applicants to many colleges throughout the nation. Both the University of California and the California State University include the SAT or a comparable test as part of their admission requirements. In addition, the University requires that applicants take three of 14 College Board subject-matter Achievement Tests. Both the SAT and the Achievement Tests are sponsored by the College

DISPLAY 1   Number of High School Juniors Taking the PSAT/NMSQT in 1984

	National		Twelve Western States		California	
Category	Number	Percent	Number	Percent	Number	Percent
Male	520,151	45.7	78,475	45.4	43,449	45.6
Female	618,828	54.3	94,218	54.6	51,849	54.4
No Response	885		148		105	
Total	1,139,864		172,841		95,403	

DISPLAY 2   Ethnic Background of Juniors Taking the PSAT/NMSQT in 1984

	National		Twelve Western States		California	
Category	Number	Percent	Number	Percent	Number	Percent
American Indian	4,611	0.4	1,410	0.9	587	0.7
Black	76,074	7.4	5,925	3.7	5,019	5.7
Mexican American	24,950	2.4	10,858	6.8	8,837	10.1
Oriental	37,261	3.6	17,275	10.9	12,389	14.1
Puerto Rican	9,256	0.9	331	0.2	243	0.3
White	860,839	83.5	118,117	74.4	57,223	65.3
Other	18,481	1.8	4,776	3.0	3,270	3.7
No Response	108,392		14,149		7,835	

DISPLAY 3   Mean Scores of Juniors Taking the PSAT/NMSQT in 1984

	National	Twelve Western States	California
Verbal			
Mean Score	41.0	41.3	40.5
Male Mean	41.5	41.8	41.0
Female Mean	40.5	40.9	40.1
Mathematics			
Mean Score	44.2	45.0	44.6
Male Mean	46.5	47.5	47.1
Female Mean	42.3	43.0	42.5

Source: College Entrance Examination Board, 1985e, pp. 1,6.

Board and administered by the Educational Testing Service.

With the exception of the Achievement Test in English Composition, which is offered in both a multiple-choice format and a combination format of multiple choice and essay questions, the SAT and the Achievement Tests are multiple-choice tests with scores reported on a range of 200 to 800. While the SAT measures reasoning ability and thus provides, for example, all the mathematics formulas and symbols that a test taker will need to answer questions in its mathematics portion, the 14 Achievement Tests are designed to measure specific knowledge acquired through education and to apply that knowledge in new contexts.

Test registrants are sent booklets describing the tests, their purposes, and the uses that may be made of test results. The booklets also advise the students on how to prepare for the tests and how to take the tests, and they include a sample test, with correct answers, for practice. For additional practice, students may purchase a booklet that contains copies of five actual SATs administered during the 1984-85 year, along with the correct answers to these tests. By consulting these publications, students and their parents are made aware of the characteristics, uses, and limitations of the tests, as well as how the tests are scored.

Inasmuch as these tests play such a significant role in college admission and placement, students, their parents, high school and college officials, and the test sponsors themselves are concerned about the reliability of the tests. In order to measure the reliability of the SAT and Achievement Tests, the Educational Testing Service analyzes and reports to colleges the results of each testing group and the intercorrelation of scores for each of the tests' components on three measures of reliability -- (1) the reliability coefficient, (2) the standard error of measurement, and (3) the standard error of the difference.

Reliability coefficient

A number of factors influence a student's performance on a test other than the difficulty of the questions, and, therefore, the scores that a student may receive over multiple testings may vary. The measure of a student's chances of achieving the same score on repetitions of the test is called a "reliability coefficient." A coefficient of 1.00 indicates perfect reliability, while 0.00 indicates no relationship between a student's relative standing within a group on two forms of a test. According to the College Board's 1985-86 *ATP Guide for High Schools and Colleges* (p. 19), during the 1983-84 testing year, both the SAT verbal and mathematics reliability estimates were high reliability coefficients of 0.91.

Standard error of measurement

A single SAT score is not a precise measurement of a student's ability. Were students to take the same, or similar, test a few days later or in a different setting, chances are good that they would receive a slightly different score. However, over multiple testings, the scores would tend to cluster around an average number. This is called the "true score," the score the student would receive if the test could measure ability perfectly. The extent to which a student scores above or below this "true score" is the "standard error of measurement." The standard error of measurement of the SAT verbal portion is generally ±30 points. This means that if a student receives a score of 400 on this portion of the test, for example, chances are two out of three that if he or she repeats the test, the score would be between 370 and 430. The standard error of measurement for the mathematics portion is about ±35. Hence, a student receiving a score of 435 could be expected to score between 400 and 470 in test repetitions. The reason for reporting these ranges to students and colleges, is to illustrate and emphasize that the tests are not perfect measures of ability and thus should not, in and of themselves, be used as the determining factor for college admission.

Standard error of the difference

As a caution, colleges are advised that there may be differences in scores due to measurement error -- termed "standard error of the difference." In the 1983-84 testing year, the standard error of the difference on the verbal section of the SAT was 44. This means that score differences would have to vary by more than 1.5 times the standard error of the difference, or in this case by 66 points, to be statistically significant. On the mathematics section of the test, the standard error of the difference was 48. These standard error figures are also reported to the colleges as an indication of the reliability of scores in making admission decisions.

As mentioned earlier, both the University of California and the California State University use SAT scores combined with high school grade-point averages (GPA) as a factor in making admission decisions. They call this combination of SAT and grade-point average their "eligibility index." The lower the students' grade-point averages, the higher must be their SAT total score, as illustrated by the examples in Display 4 below from the eligibility indexes of the two universities.

At the University of California, high school seniors with grade-point averages of 3.3 or higher in required subjects are eligible for admission regardless of their SAT scores -- the "400" listed above being the lowest score possible to make on the SAT. On the other hand, students with grade-point averages below 2.78 are ineligible regardless of their SAT score, and those with a grade-point average of 2.78 must score a perfect 1600 on the SAT to be eligible. At the State University, high school seniors with grade-point averages above 3.1 need not take the test, while students with those below 2.00 are ineligible.

Because of the weight given to standardized test scores in admissions decisions as illustrated by these eligibility indexes, the predictive validity of these scores relative to success in college is frequently questioned. The fundamental purpose of the SAT is, in combination with other factors, to assist college admissions staff in predicting students' chances of academic success in college. This means that for a test to have high predictive validity, students with low scores should receive low college grades, and students with high scores should earn high college grades. The association between scores and grades can be expressed as a "correlation coefficient," with a value range of -1.00 to +1.00. A perfect positive correlation of +1.00 indicates that two variables are positively related, while a negative correlation of -1.00 indicates that the variables are inversely related. The closer the relationship between the variables, the greater the value of the correlation. A correlation close to 0.00 indicates a negligible relationship.

The College Board provides a Validity Study Service to colleges, free of charge, and recommends that every three years colleges validate factors used in their admissions process, such as SAT scores, GPA, and GPA and SAT scores combined against freshman grades. Between 1964 and 1981, 685 colleges checked freshman grade-point averages against the students' SAT verbal and SAT mathematics scores using this service. In addition, numerous colleges and individual researchers have performed their own validity checks (Wilson, 1983). The results of the validity checks of the 685 colleges that used the College Board's Validity Study Service appear in Display 5 on the next page.

From Display 5, one can see that SAT scores, taken alone, are only a fair to moderate predictor of freshman grade-point averages in half the colleges, although in one-tenth of the colleges, a combined verbal/mathematics score yielded a validity coefficient of .57. The students' high school grade-point average alone was a somewhat more valid predictor,but a better predictor was SAT scores combined with high school record. Although not displayed here, an even more accurate predictor is achieved by combining

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DISPLAY 4 *Examples of Minimum SAT Scores Needed by Students with Three Different High School Grade-Point Averages in Order to be Eligible for Freshman Admission to the University of California or the California State University*

University of California		The California State University	
Grade-Point Average	Minimum SAT Score	Grade-Point Average	Minimun SAT Score
3.30	400	3.10	520
3.04	990	2.50	1000
2.78	1600	2.00	1400

Source: Eligibility Indexes of the University of California and the California State University.

DISPLAY 5 Predictive Validity Coefficients Using SAT Scores and High School Records for Predictions of Freshman Grade-Point Average, by Sex

	Percentile	All Freshmen	Males	Females
Number of Colleges		685	511	574
SAT Verbal Score:	90th percentile	.52	.46	.54
	Median	.36	.32	.39
	10th percentile	.21	.17	.24
SAT Mathematical Score:	90th percentile	.50	.50	.55
	Median	.35	.33	.40
	10th percentile	.20	.17	.24
High School Record:	90th percentile	.64	.60	.66
	Median	.48	.45	.50
	10th percentile	.31	.27	.32
SAT Scores Combined:	90th percentile	.57	.54	.60
	Mean	.42	.39	.46
	10th percentile	.27	.23	.31
SAT Scores and High School Record:	90th percentile	.70	.66	.72
	Mean	.55	.52	.58
	10th percentile	.40	.35	.42

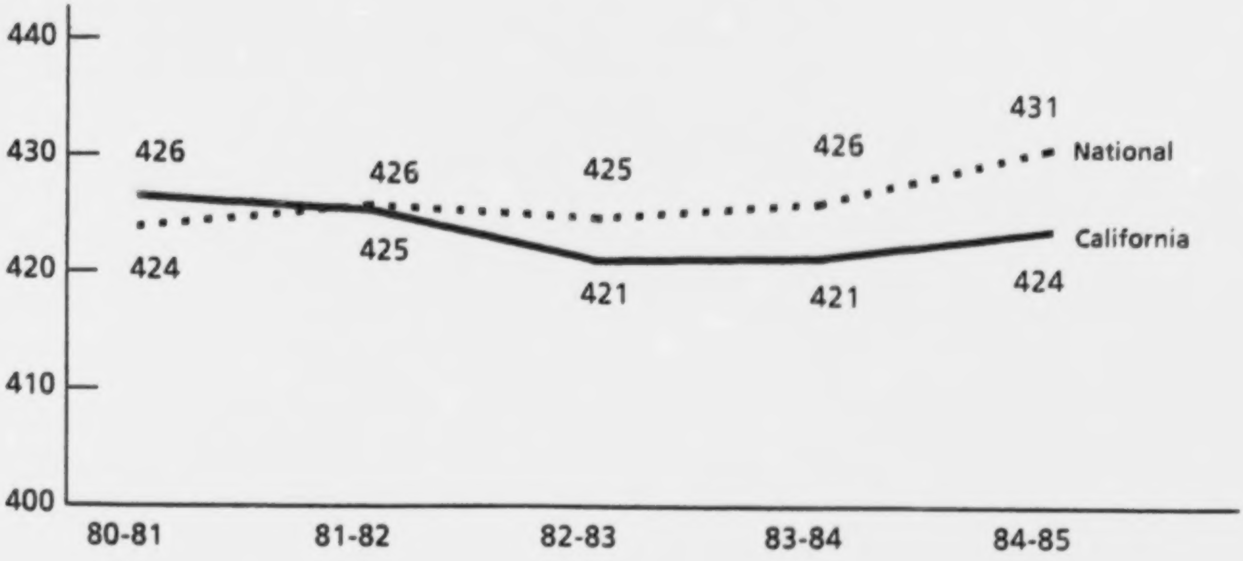
Source: College Entrance Examination Board, 1985, p. 27c; based on Donlon, 1984.

SAT scores, high school records, and Achievement Test scores.

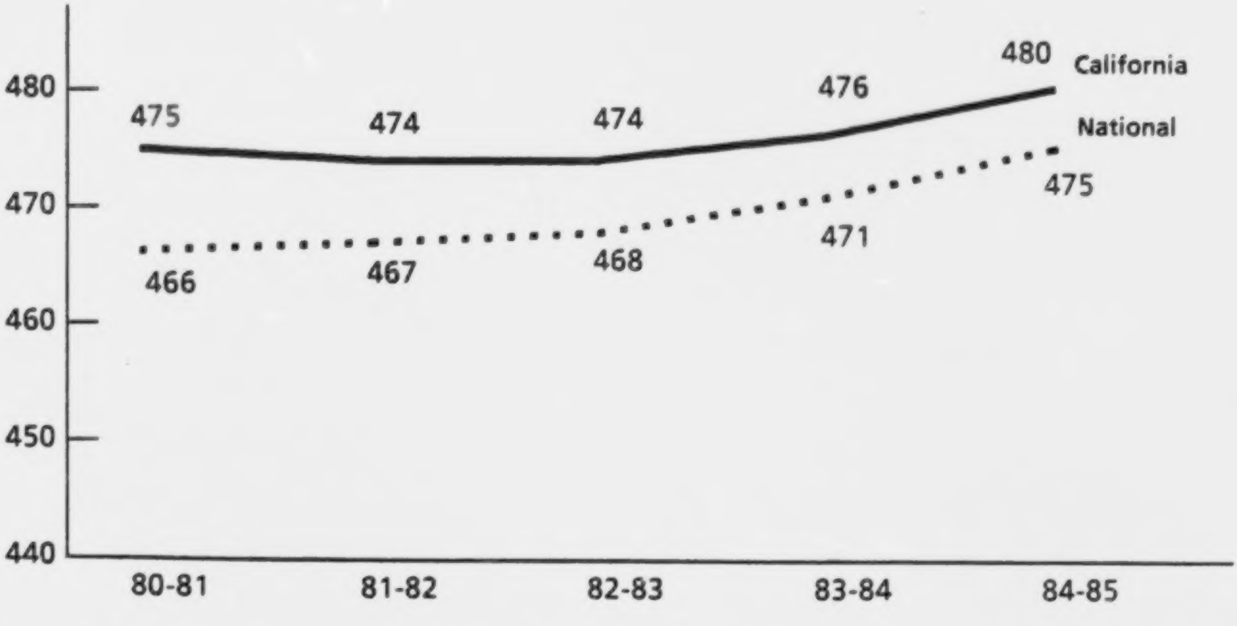
Displays 6 and 7 on page 8 show the latest five years of mean SAT scores for national and California test takers. California students represented nearly 12 percent of the national group. Display 6 shows that although Californians slightly excelled students nationally on the verbal test in 1980-81, their scores have been below the national mean for the past four years, and the gap has been widening. During the same period, however, Californians have exceeded the national mathematics mean score consistently, although the gap has narrowed over the years.

As Displays 8 and 9 on page 9 show, both nationally and in California males have continued to outscore their female counterparts in both the verbal and the mathematics tests. On the verbal test, Californians of both sexes scored higher than the national mean in 1980-81. However, by 1984-85, both California males and females were six points below the national mean. On the mathematics test, Californians of both sexes continued to score higher than the national group, but the scores for Californians and students nationally have been coming closer together. In 1980-81, California males exceeded the national mean by 11 points. By the 1984-85 year, their lead decreased to seven points. California females held a

DISPLAY 6 *National and California Scholastic Aptitude Test Score Means, 1980-81 Through 1984-85, Verbal*

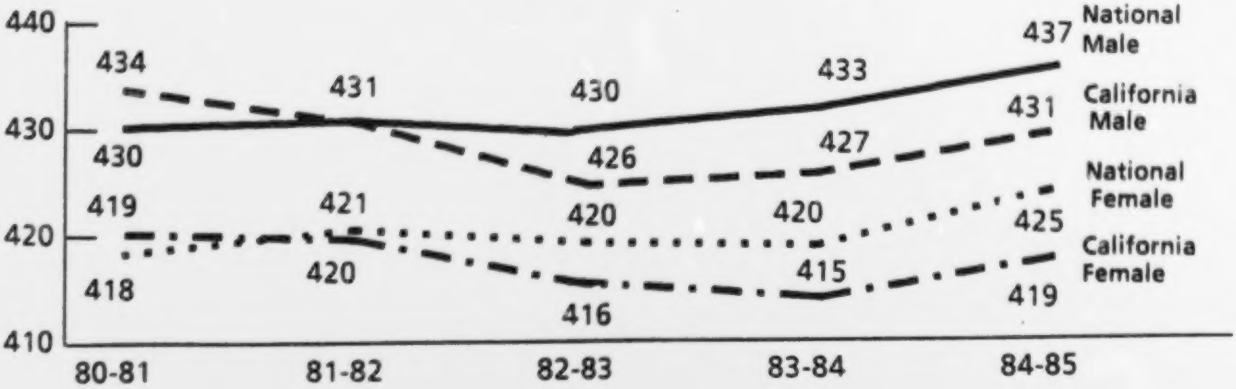


DISPLAY 7 *National and California Scholastic Aptitude Test Score Means, 1980-81 Through 1984-85, Mathematics*

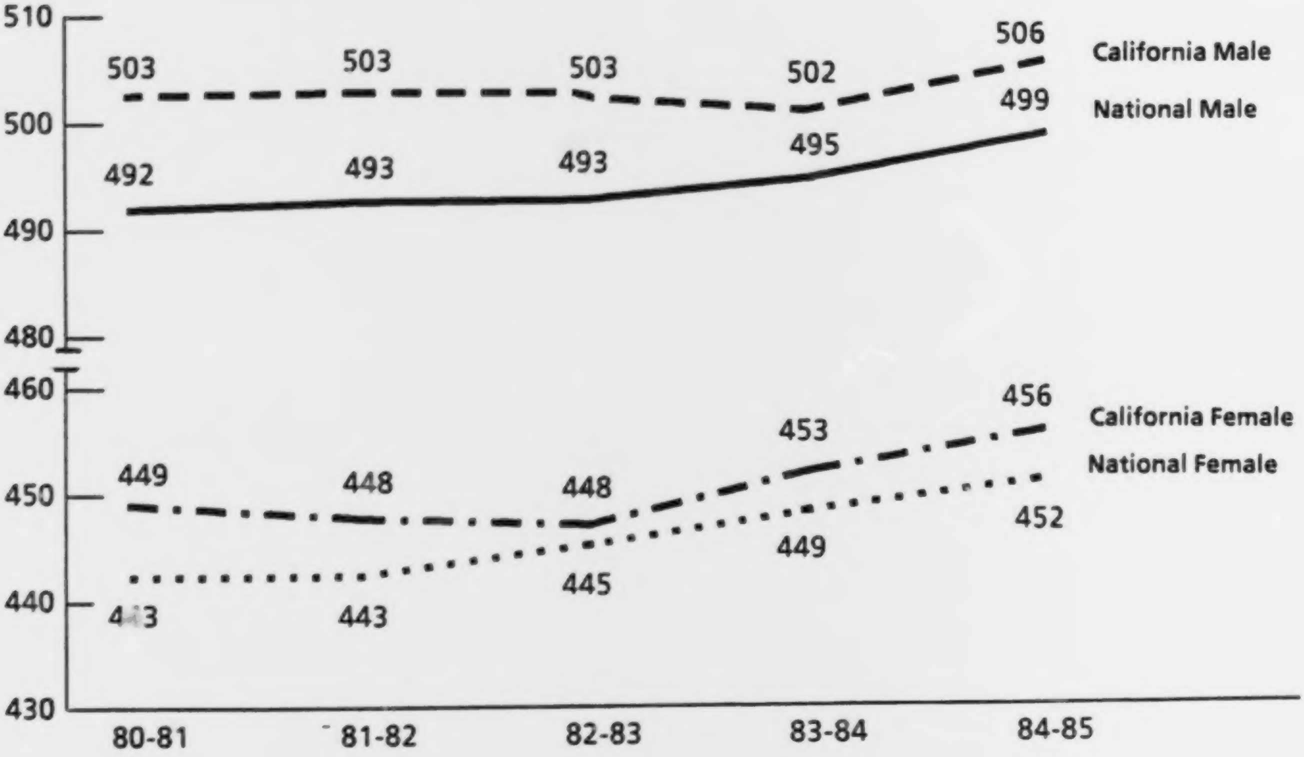


Sources: College Entrance Examination Board, *California College-Bound Seniors*. 1980-81 through 1984-85.

DISPLAY 8 *National and California Scholastic Aptitude Test Score Means, 1980-81 Through 1984-85, Verbal, by Sex*



DISPLAY 9 *National and California Scholastic Aptitude Test Score Means, 1980-81 Through 1984-85, Mathematics, by Sex*



Sources: College Entrance Examination Board, *California College-Bound Seniors*. 1980-81 through 1984-85.

six-point lead over their national counterparts in 1980-81, and a four-point lead in 1984-85.

In 1980-81, 994,333 students nationally took the SAT. This number decreased to 977,365 by 1984-85. In contrast, the number of California test takers increased from 100,131 in 1980-81, to 113,960 in 1984-85. Although the ratios of males to females both nationally and in California have remained relatively constant over the period, there have been some changes in the percent of ethnic minorities taking the SAT. As Display 10 below shows, in 1980-81, 18.1 percent of the test takers nationally were minority students, but by 1984-85, these students had increased to 20.0 percent. California had a higher percentage of minorities -- 30.8 percent -- than the nation in 1980-81, and a greater increase by 1984-85, to 36.3 percent.

American College Test

The American College Test (ACT) of the American College Testing Program taken by 10,658 California high school students in 1984-85, consists of four subtests:

- The English Usage Test, which measures students' understanding and use of the basic elements in correct and effective writing;
- The Mathematics Usage Test, which measures their ability to apply mathematics knowledge and reasoning skills;
- The Social Studies Reading Test, which measures their knowledge and understanding of various aspects of social studies taught in high school; and
- The Natural Sciences Reading Test, which contains information items from the fields of biology, chemistry, and physics, as well as inference items based on reading passages from scientific literature.

Raw scores received on each of the four subtests are converted to standard scores from 1 to 36. By adding the four standard scores, and dividing the total by four, a composite score of 1 to 36 is achieved. The University of California and the California State University use this composite score along with students' high school grade-point averages to determine their eligibility for freshman admission. The examples from their eligibility indexes in Display 11 on page 11 indicate the minimum composite scores allowed by the two universities for eligibility.

As is true of other test sponsors mentioned in this report, the American College Testing Program distributes a wealth of informative materials to high school students, school counselors, and colleges, both before students take the ACT, and on distribution of ACT scores. The materials include general information on test taking as well as strategies that apply specifically to each of the four subtests. They also include examples of recent tests that are no longer "secure" (in use), along with the answers to the questions, so that they may have the opportunity of practicing on the "next best thing" to the "real thing."

DISPLAY 10 *Ethnicity of Scholastic Aptitude Test Takers, Nationally and in California, 1980-81 and 1984-85*

	National		California	
Ethnicity	1980-81	1984-85	1980-81	1984-85
American Indian	0.6%	0.5%	0.8%	0.8%
Black	9.0	8.9	6.8	6.6
Mexican-American	1.7	2.2	7.5	9.3
Oriental	3.4	4.8	11.5	15.3
Puerto Rican	1.1	1.2	0.4	0.5
White	81.9	80.0	69.2	63.7
Other	2.2	2.4	3.7	3.9

Sources: National: College Entrance Examination Board, 1981b, p. 15, and 1985b, p. 15.
California: College Entrance Examination Board, 1981a, 8, and 1985a, p. 8.

DISPLAY 11 Examples of Minimum ACT Scores Needed by Students with Three Different High School Grade-Point Averages in Order to be Eligible for Freshman Admission to the University of California or the California State University

University of California		The California State University	
Grade-Point Average	Minimum ACT Score	Grade-Point Average	Minimun ACT Score
3.30	5	3.10	11
3.04	23	2.50	23
2.78	35	2.00	33

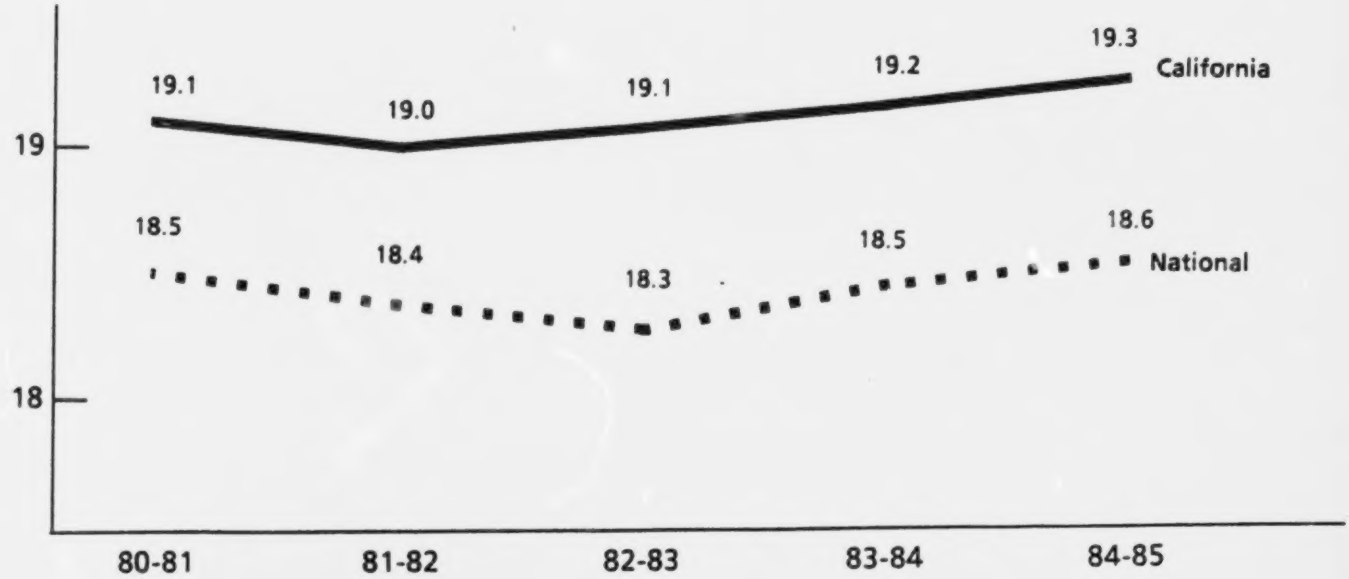
Source: Eligibility Indexes of the University of California and the California State University.

They also provide information on how to convert raw scores on each test to standard scores, and standard scores to percentile ranks.

Like other standardized tests, the ACT has some measurement error. The degree to which composite ACT test scores reflect this error -- the "standard error of measurement" is about one standard score point. This means, for example, that if a student receives a composite score of 18, the student's "true" score would likely be between 17 and 19 two times out of three.

As Display 12 below illustrates, Californians have consistently earned higher ACT composite mean scores than the national average during the past five testing years. The differences have been between 0.6 and 0.8 score units each year. Both national and

DISPLAY 12 National and California American College Test Composite Score Means, 1980-81 Through 1984-85



* Based on a 10 percent national sample.

Source: American College Testing Program, *State and National Trend Data for Students Who Take the ACT Assessment.*

California scores have remained relatively stable over the reporting period, in that there is very little difference between scores received by high school students graduating in 1981 and graduates of the class of 1985. Nonetheless, there have been small, but consistent, increases in scores during the past three years in California and two years nationwide. Nationally, both males and females improved their mean score by 0.1 from 1981 to 1985. In California, males moved up the scale by 0.2 score units, while females improved by 0.3 units. Males continue to score higher than females both nationally and in California, as is noted in Display 13 on the next page.

Advanced Placement Examinations

Many high school students are capable of profiting from, and enjoying, college-level courses. In response to this situation, nearly 30 percent of the nation's high schools offer advanced placement classes based on curricular materials produced by the College Board. The Advanced Placement Examinations are the culmination of this high school educational experience. Advanced Placement Examinations are developed and administered by the Educational Testing Service on behalf of the College Board for colleges to use in awarding credit, advanced placement, or course waivers to freshmen based on their scores.

Twenty-four Advanced Placement Examinations -- including an art portfolio evaluation -- are offered in 13 disciplines. Basically, most are a combination of multiple choice and essay questions, but there are variations. The French language examination, for example, uses tape recordings in requiring students to understand spoken French and to tape their responses as a test of their speaking ability. Exams are graded on a scale of 1 to 5, with 5 indicating "extremely well qualified," and 1 carrying no recommendation. More than a thousand colleges award either academic credit, advanced placement, or course waivers if students receive a grade of 3 or better on an exam. San Diego State University, for example, awards both advanced placement in sequential courses and up to 10 semester units of college credit for such scores.

Nationally, in 1985, 203,400 students took over 277,600 Advanced Placement Examinations. In California, 32,654 students sat for 42,948 exams. The results for these California test takers, by sex and ethnicity, are shown in Displays 14, 15, and 16 on pages 14-19.

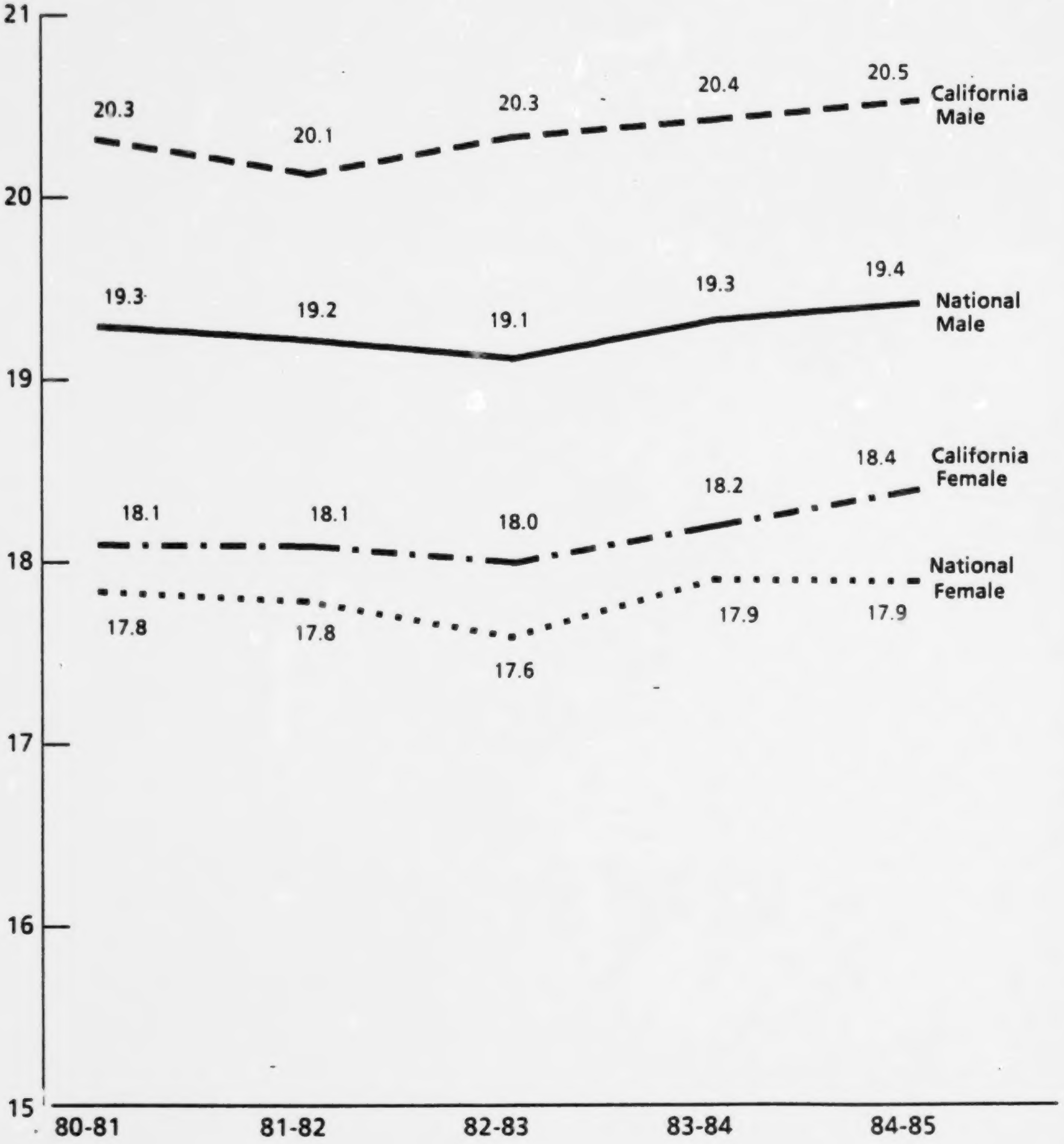
Test of English as a Foreign Language

The major purpose of the Test of English as a Foreign Language (TOEFL) is to evaluate the English proficiency of people whose native language is not English. More than 2,000 colleges in the United States and Canada, as well as in other countries where English is the language of instruction, require the test of both undergraduate and graduate applicants for whom English is not their native language.

Educational Testing Service administers the test, in cooperation with the College Board and the Graduate Record Examinations, under three separate programs -- International, Special Center, and Institutional Programs. At both International and Special Centers, TOEFL is administered one day each month. These tests are then returned to ETS for scoring. Under the Institutional Testing Program, colleges throughout the world administer the test to their own students at their own convenience. In this program, ETS will score the tests, but it does not release the scores either to students directly or to other than the administering institution. Under this program, institutions have the option of scoring their own tests, and in such cases, do not report scores to ETS; and registration records of test takers are retained by the institutions and are not submitted to ETS.

National and California average test scores are not available for TOEFL, nor are other data available for either the number of tests administered in California or the number of test takers requesting that their scores be sent to California institutions. What information exists in the TOEFL Programs report prepared for the Commission appears in Appendix B to this report.

DISPLAY 13 National and California American College Test Composite Score Means, 1980-81 Through 1984-85, by Sex*



* Based on a 10 percent national sample.

Source: American College Testing Program, *State and National Trend Data for Students Who Take the ACT Assessment.*

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DISPLAY 14 *Advanced Placement Grade Distribution by Total and Ethnic Group, May 1985*

CODE	NAME	AP GRADE	TOTAL EXAMS	NUMBER OF CANDIDATES											
				AMERICAN HISTORY	ART HISTORY	ART STUDIO DRAWING	ART STUDIO GENERAL	BIOLOGY	CHEMISTRY	COMPUTER SCIENCE	ENGLISH LANGUAGE AND COMP	ENGLISH LITERATURE AND COMP	EUROPEAN HISTORY	FRENCH LANGUAGE	FRENCH LITERATURE
		5	6337	1128	68	18	38	452	163	123	244	1139	222	142	20
		4	9686	2788	98	29	62	712	247	140	397	2197	470	176	20
	CALIFORNIA	3	13705	2875	157	34	123	882	496	281	733	4023	668	380	31
	TOTAL	2	9906	3100	47	18	18	459	370	59	776	2900	238	189	22
		1	3314	673	20	1	6	194	179	113	116	547	95	153	2
		T	42948	10564	390	100	247	2699	1455	716	2266	10806	1693	1040	95
	MEAN GRADE		3.14	3.06	3.38	3.45	3.44	3.28	2.89	3.14	2.95	3.04	3.29	2.97	3.36
		5	19	2	2		1		1	1	1	4	1		
		4	26	11				2			1	4	1		
	AMER INDIAN/ALASKAN NATIV	3	55	14			3	2	2	1	3	19	2	1	
		2	41	14				4	1		2	16			
		1	17	2				2	1	1	4	3			
		T	158	43	2		4	10	5	3	11	46	4	1	
	MEAN GRADE		2.93	2.93	5.00		3.50	2.40	2.80	3.00	2.36	2.78	3.75	3.00	
		5	47	13		1		1		1	4	8		1	
		4	118	46			1	5	1	2	12	22	6	8	
	BLACK OR AFRO-AMER	3	174	35	2	1	3	13	4	3	7	62	7		
		2	241	80	2		1	10	6	1	17	84	9	2	2
		1	207	52				10	8	3	4	68	1	6	
		T	787	226	4	2	5	39	19	10	44	244	23	17	2
	MEAN GRADE		2.44	2.50	2.50	4.00	3.00	2.41	1.89	2.70	2.89	2.25	2.78	2.76	2.00
		5	364	32			2	4	1		4	19	2	2	
		4	333	85		3	4	10	3		6	50	4		
	CHICANO/MEXICAN AMERICAN	3	456	98	5	1	2	20	12	6	35	115	12	12	1
		2	477	163	1	1		10	6	1	34	156	8	7	1
		1	205	51			1	11	7	2	16	51	1	3	
		T	1835	429	6	5	9	55	29	9	95	391	27	24	2
	MEAN GRADE		3.09	2.73	2.83	3.40	3.67	2.75	2.48	2.44	2.45	2.57	2.93	2.63	2.50
		5	1191	212	6	1	8	102	55	25	30	132	23	14	1
		4	1735	497	9	4	8	160	102	26	52	284	68	14	2
	ORIENTAL/ASIAN AMERICAN	3	2377	446	15	3	17	184	150	73	103	520	117	52	4
		2	1776	490	5	2	2	105	95	12	122	484	47	36	4
		1	729	119	2			36	55	26	28	102	11	27	1
		T	7808	1764	37	10	35	587	457	162	335	1522	266	143	12
	MEAN GRADE		3.11	3.11	3.32	3.40	3.63	3.32	3.02	3.07	2.80	2.91	3.17	2.66	2.83
		5	13									3	1	1	
		4	19	4					1			7			
	PUERTO RICAN	3	22	8				1	1			4			
		2	20	7				1	2		3	4	2		
		1	10	1				1				3			
		T	84	20				3	4		3	21	3	1	
	MEAN GRADE		3.06	2.75				2.00	2.75		2.00	3.14	3.00	5.00	
		5	246	9				3	2		4	14	3	2	1
		4	175	33	1		3	8	2		2	30	4		
	OTHER HISPANIC/LATIN AMER	3	213	34		2	3	12	2	3	9	59	6	14	
		2	162	49	1	1		8	3	1	14	49	2	5	
		1	69	18				5	2		1	9	1	5	
		T	865	143	2	3	6	36	11	4	30	161	16	26	1
	MEAN GRADE		3.42	2.76	3.00	2.67	3.50	2.89	2.91	2.75	2.80	2.94	3.38	2.58	5.00
		5	3404	690	40	11	20	269	75	74	170	766	148	88	9
		4	5774	1668	76	15	37	417	99	89	277	1459	300	113	11
	WHITE OR CAUCASIAN	3	8318	1784	98	23	75	498	245	157	487	2680	382	242	16
		2	5744	1825	28	12	11	239	185	35	489	1734	121	108	12
		1	1560	325	14	1	3	96	72	63	44	225	59	84	1
		T	24800	6292	256	62	146	1519	676	418	1467	6864	1010	635	49
	MEAN GRADE		3.15	3.09	3.39	3.37	3.41	3.34	2.88	3.18	3.03	3.12	3.35	3.02	3.31
		5	119	20	1	1	2	6	2	3	4	26	7	4	1
		4	180	39	2	1		10	2	3	7	47	8	7	1
	OTHER	3	250	51	5	1	3	17	11	2	11	66	12	6	
		2	212	71	1			7	17	2	11	54	4	9	
		1	87	15	1		1	4	5	6	4	17	3	2	
		T	848	196	10	3	6	44	37	16	37	210	34	28	2
	MEAN GRADE		3.04	2.89	3.10	4.00	3.33	3.16	2.43	2.69	2.89	3.05	3.35	3.07	4.50
		5	934	150	19	4	5	67	27	19	27	167	37	30	8
		4	1326	405	10	6	9	100	37	20	40	294	79	34	6
	NO RESPONSE	3	1840	405	32	3	17	135	69	36	78	498	130	53	10
		2	1233	401	9	2	4	75	55	7	84	319	45	22	3
		1	430	90	3		1	29	29	12	15	69	19	26	
		T	5763	1451	73	15	36	406	217	94	244	1347	310	165	27
	MEAN GRADE		3.19	3.09	3.45	3.80	3.36	3.25	2.90	3.29	2.92	3.13	3.23	3.12	3.70

FOR EACH EXAMINATION												NUMBER OF CANDIDATES AT EACH LEVEL		NAME
GERMAN LANGUAGE	LATIN VERGIL	LATIN CATULLUS HORACE	MATH. CALC AB	MATH CALC BC	MUSIC LISTENING LITERATURE	MUSIC THEORY	PHYSICS B	PHYSICS C MECH	PHYSICS C ELEC & MAG	SPANISH LANGUAGE	SPANISH LITERATURE			
63	24	5	879	515	3	18	111	92	60	767	43	9 & 10	2135	
70	9	3	1101	263	3	20	129	101	73	494	84	11	12403	
114	21	4	1271	359	11	23	215	108	26	760	110	12	17368	CALIFORNIA
56	15	2	774	145	1	22	118	91	43	396	47	Coll.	15	TOTAL
14	15	1	680	120		8	82	53	34	196	12	Other	733	
317	84	15	4705	1402	18	91	655	445	236	2613	296	Total	32654	
3.35	3.14	3.60	3.15	3.65	3.44	3.20	3.11	3.20	3.35	3.47	3.33			MEAN GRADE
			3	2						1		9 & 10	8	
			6				1					11	52	
1			2				1			4		12	67	AMER INDIAN/ALASKAN NATIV
	1		2							1		Coll.		
			3							1		Other	6	
1	1		16	2			2			7		Total	133	
3.00	2.00		3.25	5.00			3.50			2.86				MEAN GRADE
			7	2		1	1	1	2	4		9 & 10	39	
			10	1		1				2	1	11	239	
2			12	2	1			2		18		12	372	BLACK OR AFRO-AMER
			11	1			3	1	1	9	1	Coll.		
			22	1			15	1	1	14	1	Other	18	
2			62	7	1	2	19	5	4	47	3	Total	668	
3.00			2.50	3.29	3.00	4.50	1.37	2.80	3.25	2.43	2.33			MEAN GRADE
	1		23	5			1		1	264	3	9 & 10	59	
1			30	4				2		113	18	11	577	
2			45	4			3	1		59	23	12	849	CHICANO/MEXICAN AMERICAN
			49	4		1	2	3	1	17	12	Coll.		
			32	9			5	3	1	9	3	Other	47	
3	1		179	26		1	11	9	3	462	59	Total	1532	
3.33	5.00		2.79	2.69		2.00	2.09	2.22	2.67	4.31	3.10			MEAN GRADE
6	6		274	191		2	26	26	24	23	4	9 & 10	411	
6	4		303	79		4	31	30	22	25	5	11	2183	
11	4	1	362	120	3	3	61	36	10	76	6	12	3015	ORIENTAL/ASIAN AMERICAN
8	2		209	38		1	28	26	11	45	4	Coll.	2	
1	2	1	201	31		5	18	21	15	26	1	Other	85	
32	18	2	1349	459	3	15	164	139	82	195	20	Total	5696	
3.25	3.56	2.00	3.18	3.79	3.00	2.80	3.12	3.10	3.35	2.87	3.35			MEAN GRADE
				1						7		9 & 10	2	
			1	1						4	1	11	23	
			1							7		12	36	PUERTO RICAN
										1		Coll.		
			4	1								Other	3	
			6	3						19	1	Total	64	
			1.83	3.33						3.89	4.00			MEAN GRADE
			5	3			2	2		187	9	9 & 10	43	
1			17	2				2	4	56	10	11	255	
			14	5			2	3		28	17	12	370	OTHER HISPANIC/LATIN AMER
			12	1			3	1	1	8	3	Coll.		
			19				4	2		1	2	Other	23	
1			67	11			11	10	5	280	41	Total	691	
4.00			2.66	3.64			2.36	3.10	3.60	4.50	3.51			MEAN GRADE
46	11	3	436	229	3	12	62	49	24	151	18	9 & 10	1082	
48	4	2	582	150	3	14	74	48	32	218	38	11	7110	
81	14		665	180	6	14	116	50	11	451	43	12	10235	WHITE OR CAUCASIAN
43	10	2	369	75	1	16	65	46	22	276	20	Coll.	8	
11	12		304	56		3	31	19	13	121	3	Other	394	
229	51	7	2356	690	13	59	348	212	102	1217	122	Total	18829	
3.33	2.84	3.86	3.20	3.61	3.62	3.27	3.20	3.29	3.31	3.00	3.39			MEAN GRADE
	1	1	9	8			4	1	1	16	1	9 & 10	28	
3			28	4			4	3		9	2	11	219	
			32	10			3	2	3	15		12	356	OTHER
1			19	5			2	2		5	2	Coll.		
	1		15	2			3	2	1	5		Other	17	
4	2	1	103	29			16	10	5	50	5	Total	620	
3.50	3.00	5.00	2.97	3.38			3.25	2.90	3.00	3.52	3.40			MEAN GRADE
11	5	1	122	74		3	15	13	8	114	8	9 & 10	463	
11	1	1	124	22		1	19	16	15	67	9	11	1745	
17	3	3	138	38	1	6	29	14	2	102	21	12	2068	NO RESPONSE
4	2		103	21		4	15	12	7	34	5	Coll.	5	
2			80	20			6	5	3	19	2	Other	140	
45	11	5	567	175	1	14	84	60	35	336	45	Total	4421	
3.56	3.82	3.60	3.19	3.62	3.00	3.21	3.26	3.33	3.51	3.66	3.36			MEAN GRADE

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DISPLAY 15 *Advanced Placement Grade Distribution by Total and Ethnic Group, California Women, May 1985*

				NUMBER OF CANDIDATES											
CODE	NAME	AP GRADE	TOTAL EXAMS	AMERICAN HISTORY	ART HISTORY	ART STUDIO DRAWING	ART STUDIO GENERAL	BIOLOGY	CHEMISTRY	COMPUTER SCIENCE	ENGLISH LANGUAGE AND COMP	ENGLISH LITERATURE AND COMP	EUROPEAN HISTORY	FRENCH LANGUAGE	FRENCH LITERATURE
		5	2705	435	42	13	17	201	30	4	130	668	68	92	10
		4	4462	1189	65	18	31	293	63	17	230	1306	184	126	13
	CALIFORNIA	3	6719	1345	100	24	75	407	146	36	399	2292	304	255	23
	TOTAL	2	5201	1668	30	10	11	231	128	8	451	1619	135	146	15
		1	1657	420	13		2	95	80	18	56	270	53	110	2
		T	20744	5057	250	65	136	1227	447	83	1266	6155	744	729	63
	MEAN GRADE		3.07	2.91	3.37	3.52	3.37	3.22	2.63	2.77	2.94	3.08	3.11	2.92	3.22
		5	9		1		1					3	1		
		4	12	6				1			1	1			
	AMER INDIAN/ALASKAN NATIV	3	20	8			1					7	1		
		2	14	9				1			2	1			
		1	5	1							2	1			
		T	60	24	1		2	2			5	13	2		
	MEAN GRADE		3.10	2.79	5.00		4.00	3.00			2.00	3.31	4.00		
		5	24	7		1		1			3	7			
		4	72	29				2	1	1	5	17	4	8	
	BLACK OR AFRO-AMER	3	104	15	1	1	2	6	2		6	44	5		
		2	145	52	1			8	1		11	46	7	2	1
		1	119	34				6	3		3	41	1	5	
		T	464	137	2	2	2	23	7	1	28	155	17	15	1
	MEAN GRADE		2.43	2.44	2.50	4.00	3.00	2.30	2.14	4.00	2.79	2.37	2.71	2.73	2.00
		5	235	12			1	2			4	10		2	
		4	170	39		1		3			3	33	1		
	CHICANO/MEXICAN AMERICAN	3	218	34	3		1	9	3	1	22	59	8	10	1
		2	257	93	1	1		7	1	1	16	90	4	6	1
		1	99	36				4	2		7	23	1	3	
		T	979	214	4	2	2	25	6	2	52	215	14	21	2
	MEAN GRADE		3.19	2.52	2.75	3.00	4.00	2.68	2.17	2.50	2.63	2.61	2.64	2.62	2.50
		5	433	79	6		3	44	17	1	13	78	7	12	
		4	759	209	7	3	3	66	31	7	23	177	30	11	
	ORIENTAL/ASIAN AMERICAN	3	1135	207	12	2	12	94	53	13	52	306	52	34	3
		2	912	257	2	1	2	53	37	1	74	267	23	29	1
		1	345	67	2			14	29	2	11	50	4	21	1
		T	3584	819	29	6	20	271	167	24	173	878	116	107	5
	MEAN GRADE		3.01	2.97	3.45	3.33	3.35	3.27	2.82	3.17	2.73	2.96	3.11	2.66	2.40
		5	9									1		1	
		4	6									2			
	PUERTO RICAN	3	10	3				1				4			
		2	9	2					2		2		2		
		1	3					1							
		T	37	5				2	2		2	7	2	1	
	MEAN GRADE		3.24	2.60				2.00	2.00		2.00	3.57	2.00	5.00	
		5	147	2				1			3	9		2	1
		4	88	10	1		1	5	1		2	18	1		
	OTHER HISPANIC/LATIN AMER	3	116	22		1	2	7	1		4	35	4	9	
		2	92	21	1	1		3	1		11	34	1	4	
		1	39	12				1	1		1	7	1	5	
		T	482	67	2	2	3	17	4		21	103	7	20	1
	MEAN GRADE		3.44	2.54	3.00	2.50	3.33	3.12	2.50		2.76	2.88	2.71	2.50	5.00
		5	1409	264	26	8	8	124	9	3	93	448	43	57	5
		4	2689	719	48	11	24	171	24	6	170	863	113	80	9
	WHITE OR CAUCASIAN	3	4144	851	61	17	44	228	65	18	283	1534	164	163	12
		2	3049	973	19	5	7	121	57	6	290	988	65	86	9
		1	797	204	10		1	55	32	10	23	108	34	60	1
		T	12088	3011	164	41	84	699	187	43	859	3941	419	446	36
	MEAN GRADE		3.07	2.96	3.37	3.54	3.37	3.27	2.58	2.67	3.02	3.14	3.16	2.97	3.22
		5	51	11		1	2	2			3	13	1	1	
		4	81	13	2			5	2		4	27	3	2	1
	OTHER	3	113	21	3	1	2	7			1	42	5	4	
		2	102	40	1			3	9		8	27	1	3	
		1	41	10			1	3	2	3	1	9	1	1	
		T	388	95	6	2	5	20	13	3	17	118	11	11	1
	MEAN GRADE		3.00	2.74	3.17	4.00	3.40	3.00	2.15	1.00	3.00	3.07	3.18	2.91	4.00
		5	388	60	9	3	2	27	4		11	99	16	17	4
		4	585	164	7	3	3	40	4	3	22	168	32	25	3
	NO RESPONSE	3	859	184	20	2	11	55	22	4	31	261	65	35	7
		2	621	221	5	2	2	35	20		37	166	32	16	3
		1	209	56	1			11	11	3	8	31	11	15	
		T	2662	685	42	10	18	168	61	10	109	725	156	108	17
	MEAN GRADE		3.12	2.93	3.43	3.70	3.28	3.22	2.51	2.70	2.92	3.19	3.06	3.12	3.47

OR EACH EXAMINATION

GERMAN LANGUAGE	LATIN/ VERGIL	LATIN/ CATULLUS HORACE	MATH/ CALC AB	MATH/ CALC BC	MUSIC LISTENING/ LITERATURE	MUSIC THEORY	PHYSICS B	PHYSICS C MECH	PHYSICS C ELEC & MAG	SPANISH LANGUAGE	SPANISH LITERATURE	NUMBER OF CANDIDATES AT EACH LEVEL		
36	13	1	226	148		8	12	12	5	499	35	9 & 10	983	CALIFORNIA TOTAL
38	4	2	379	89	1	11	30	17	12	282	62	11	6020	
56	5	2	558	111	5	10	54	15	5	426	66	12	9003	
29	4	1	317	52		10	42	15	5	244	30	Coll.	8	
5	5		310	45		3	30	14	9	111	6	Other	325	
164	31	6	1790	445	6	42	168	73	36	1562	199	Total	16339	
3.43	3.52	3.50	2.94	3.55	3.17	3.26	2.71	2.97	2.97	3.52	3.45			MEAN GRADE
			2							1		9 & 10	2	AMER INDIAN/ALASKAN NATIV
			3									11	25	
										3		12	21	
										1		Coll.		
			1									Other	2	
			6							5		Total	50	
			3.83							3.20				MEAN GRADE
			1	1						3		9 & 10	26	BLACK OR AFRO-AMER
			3							1	1	11	139	
1			5	1	1					14		12	228	
			8							7	1	Coll.		
			12	1			3			9	1	Other	9	
1			29	3	1		3			34	3	Total	402	
3.00			2.07	3.00	3.00		1.00			2.47	2.33			MEAN GRADE
			4	2						195	3	9 & 10	40	CHICANO/MEXICAN AMERICAN
1			7	2						65	15	11	307	
1			19	1						31	15	12	464	
			16			1				11	8	Coll.		
			9	4			2			6	2	Other	18	
2			55	9		1	2			308	43	Total	829	
3.50			2.65	2.78		2.00	1.00			4.40	3.21			MEAN GRADE
5	3		78	61		2	6	2	3	11	2	9 & 10	178	ORIENTAL/ASIAN AMERICAN
3	3		117	30		3	9	6	3	15	3	11	1000	
7		1	172	45		2	20	5	3	36	4	12	1496	
4			90	15			17	8	3	25	3	Coll.	2	
			89	14		2	9	10	6	14		Other	36	
19	6	1	546	165		9	61	31	18	101	12	Total	2712	
3.47	4.50	3.00	3.01	3.66		3.33	2.77	2.42	2.67	2.84	3.33			MEAN GRADE
				1						6		9 & 10		PUERTO RICAN
										3	1	11	10	
			1							1		12	18	
										1		Coll.		
			1	1								Other	1	
			2	2						11	1	Total	29	
			2.00	3.00						4.27	4.00			MEAN GRADE
			1							121	7	9 & 10	30	OTHER HISPANIC/LATIN AMER
1			7	1				1	1	31	7	11	124	
			5	2			2			14	8	12	230	
			7				1			4	3	Coll.		
			8				2				1	Other	7	
1			28	3			5	1	1	170	26	Total	391	
4.00			2.50	3.33			2.00	4.00	4.00	4.58	3.62			MEAN GRADE
24	5		103	68		5	6	9	1	83	17	9 & 10	480	WHITE OR CAUCASIAN
26	1	1	187	48	1	7	16	7	7	121	29	11	3479	
36	3		285	47	3	5	26	9	1	264	25	12	5379	
21	4	1	157	26		8	18	4	2	171	11	Coll.	5	
5	5		143	18		1	10	4	2	70	1	Other	181	
112	18	2	875	207	4	26	76	33	13	709	83	Total	9524	
3.38	2.83	3.00	2.94	3.59	3.25	3.27	2.87	3.39	3.23	2.97	3.60			MEAN GRADE
	1	1	3							11	1	9 & 10	10	OTHER
2			11				1	1		6	1	11	109	
			14	1					1	11		12	175	
			3	1			1	2		3		Coll.		
			6						1	3		Other	5	
2	1	1	37	2			2	3	2	34	2	Total	299	
4.00	5.00	5.00	3.05	2.50			3.00	2.67	2.00	3.56	4.50			MEAN GRADE
7	4		34	15		1		1	1	68	5	9 & 10	217	NO RESPONSE
5		1	44	8		1	4	2	1	40	5	11	827	
11	2	1	57	14	1	3	6	1		52	14	12	992	
4			36	10		1	5	1		21	4	Coll.	1	
			41	7			4			9	1	Other	66	
27	6	2	212	54	1	6	19	5	2	190	29	Total	2103	
3.56	4.33	3.50	2.97	3.26	3.00	3.33	2.53	3.60	4.50	[illegible].72	3.31			MEAN GRADE

DISPLAY 16 *Advanced Placement Grade Distribution by Total and Ethnic Group, California Men, May 1985*

				NUMBER OF CANDIDATES I											
CODE	NAME	AP GRADE	TOTAL EXAMS	AMERICAN HISTORY	ART HISTORY	ART STUDIO DRAWING	ART STUDIO GENERAL	BIOLOGY	CHEMISTRY	COMPUTER SCIENCE	ENGLISH LANGUAGE AND COMP	ENGLISH LITERATURE AND COMP	EUROPEAN HISTORY	FRENCH LANGUAGE	FRENCH LITERATURE
	CALIFORNIA TOTAL	5	3626	692	26	5	21	251	132	119	114	471	153	49	10
		4	5213	1595	33	11	30	418	183	123	167	890	286	50	7
		3	6972	1528	57	10	48	474	349	245	333	1729	362	124	8
		2	4698	1429	17	7	7	227	242	51	325	1280	103	43	7
		1	1654	253	7	1	4	99	99	95	59	277	42	43	
		T	22163	5497	140	34	110	1469	1005	633	998	4647	946	309	32
	MEAN GRADE		3.20	3.19	3.39	3.35	3.52	3.34	3.01	3.19	2.95	3.00	3.43	3.06	3.63
	AMER INDIAN/ALASKAN NATIV	5	10	2	1				1	1	1	1			
		4	14	5				1				3	1		
		3	35	6			2	2	2	1	3	12	1	1	
		2	27	5				3	1			15			
		1	12	1				2	1	1	2	2			
		T	98	19	1		2	8	5	3	6	33	2	1	
	MEAN GRADE		2.83	3.11	5.00		3.00	2.25	2.80	3.00	2.67	2.58	3.50	3.00	
	BLACK OR AFRO-AMER	5	23	6						1	1	1		1	
		4	46	17			1	3		1	7	5	2		
		3	70	20	1		1	7	2	3	1	18	2		
		2	96	28	1		1	2	5	1	6	38	2		1
		1	88	18				4	5	3	1	27		1	
		T	323	89	2		3	16	12	9	16	89	6	2	1
	MEAN GRADE		2.44	2.61	2.50		3.00	2.56	1.75	2.56	3.06	2.04	3.00	3.00	2.00
	CHICANO/MEXICAN AMERICAN	5	129	20			1	2	1			9	2		
		4	163	46		2	4	7	3		3	17	3		
		3	238	64	2	1	1	11	9	5	13	56	4	2	
		2	220	70				3	5		18	66	4	1	
		1	106	15			1	7	5	2	9	28			
		T	856	215	2	3	7	30	23	7	43	176	13	3	
	MEAN GRADE		2.99	2.93	3.00	3.67	3.57	2.80	2.57	2.43	2.23	2.51	3.23	2.67	
	ORIENTAL/ASIAN AMERICAN	5	755	133		1	5	58	37	24	17	54	16	2	1
		4	971	288	2	1	5	93	70	19	29	107	38	3	2
		3	1238	239	3	1	5	90	96	60	51	213	64	18	1
		2	863	233	3	1		52	58	11	48	216	24	7	3
		1	383	52				22	26	24	17	52	7	6	
		T	4210	945	8	4	15	315	287	138	162	642	149	36	7
	MEAN GRADE		3.20	3.23	2.88	3.50	4.00	3.36	3.12	3.06	2.88	2.84	3.21	2.67	3.14
	PUERTO RICAN	5	4									2	1		
		4	13	4					1			5			
		3	12	5					1						
		2	11	5				1			1	4			
		1	7	1								3			
		T	47	15				1	2		1	14	1		
	MEAN GRADE		2.91	2.80				2.00	3.50		2.00	2.93	5.00		
	OTHER HISPANIC/LATIN AMER	5	99	7				2	2		1	5	3		
		4	87	23			2	3	1			12	3		
		3	97	12		1	1	5	1	3	5	24	2	5	
		2	70	28				5	2	1	3	15	1	1	
		1	30	6				4	1			2			
		T	383	76		1	3	19	7	4	9	58	9	6	
	MEAN GRADE		3.40	2.96		3.00	3.67	2.68	3.14	2.75	2.89	3.05	3.89	2.83	
	WHITE OR CAUCASIAN	5	1992	425	14	3	12	145	66	71	77	318	104	30	4
		4	3082	947	28	4	12	246	75	83	107	596	187	33	2
		3	4168	932	37	6	31	269	180	139	204	1145	217	78	4
		2	2693	851	9	6	4	118	128	29	199	746	56	22	3
		1	762	121	4	1	2	41	40	53	20	117	25	24	
		T	12697	3276	92	20	61	819	489	375	607	2922	589	187	13
	MEAN GRADE		3.22	3.21	3.42	3.10	3.46	3.41	3.00	3.24	3.04	3.09	3.49	3.12	3.54
	OTHER	5	68	9	1			4	2	3	1	13	6	3	1
		4	98	26		1		5		3	3	19	5	5	
		3	134	30	2		1	10	11	2	9	24	7	2	
		2	109	30				4	8	2	3	27	3	6	
		1	46	5	1			1	3	3	3	8	2	1	
		T	455	100	4	1	1	24	24	13	19	91	23	17	1
	MEAN GRADE		3.07	3.04	3.00	4.00	3.00	3.29	2.58	3.08	2.79	3.02	3.43	3.18	5.00
	NO RESPONSE	5	546	90	10	1	3	40	23	19	16	68	21	13	4
		4	739	239	3	3	6	60	33	17	18	126	47	9	3
		3	980	220	12	1	6	80	47	32	47	237	65	18	3
		2	609	179	4		2	39	35	7	47	153	13	6	
		1	220	34	2		1	18	18	9	7	38	8	11	
		T	3094	762	31	5	18	237	156	84	135	622	154	57	10
	MEAN GRADE		3.25	3.23	3.48	4.00	3.44	3.27	3.05	3.36	2.92	3.05	3.39	3.12	4.10

OR EACH EXAMINATION

GERMAN LANGUAGE	LATIN/ VERGIL	LATIN/ CATULLUS HORACE	MATH/ CALC AB	MATH/ CALC BC	MUSIC LISTENING/ LITERATURE	MUSIC THEORY	PHYSICS B	PHYSICS C MECH	PHYSICS C ELEC & MAG	SPANISH LANGUAGE	SPANISH LITERATURE		NUMBER OF CANDIDATES AT EACH LEVEL	
27	11	4	652	366	3	10	99	80	55	268	8	9 & 10	1152	
32	5	1	719	174	2	9	99	84	61	212	22	11	6378	
58	16	2	711	247	6	13	161	92	21	334	44	12	8360	CALIFORNIA
27	11	1	456	93	1	12	76	76	38	152	17	Coll.	7	TOTAL
9	10	1	369	74		5	52	39	25	85	6	Other	384	
153	53	9	2907	954	12	49	487	371	200	1051	97	Total	16281	
3.27	2.92	3.67	3.29	3.70	3.58	3.14	3.24	3.24	3.42	3.41	3.09			MEAN GRADE
			1	2								9 & 10	6	
			3				1					11	27	
1			2				1			1		12	46	AMER INDIAN/ALASKAN NATIV
	1		2									Coll.		
			2							1		Other	4	
1	1		10	2			2			2		Total	83	
3.00	2.00		2.90	5.00			3.50			2.00				MEAN GRADE
			6	1		1	1	1	2	1		9 & 10	13	
			7	1		1				1		11	100	
1			7	1				2		4		12	144	BLACK OR AFRO-AMER
			3	1			3	1	1	2		Coll.		
			10				12	1	1	5		Other	9	
1			33	4		2	16	5	4	13		Total	266	
3.00			2.88	3.50		4.50	1.44	2.80	3.25	2.31				MEAN GRADE
	1		19	3			1		1	69		9 & 10	19	
			23	2				2		48	3	11	270	
1			26	3			3	1		28	8	12	385	CHICANO/MEXICAN AMERICAN
			33	4			2	3	1	6	4	Coll.		
			23	5			3	3	1	3	1	Other	29	
1	1		124	17			9	9	3	154	16	Total	703	
3.00	5.00		2.85	2.65			2.33	2.22	2.67	4.13	2.81			MEAN GRADE
1	3		195	129			20	24	21	12	2	9 & 10	233	
3	1		183	49		1	22	24	19	10	2	11	1180	
4	4		189	75	3	1	41	31	7	40	2	12	1519	ORIENTAL/ASIAN AMERICAN
4	2		119	23		1	11	18	8	20	1	Coll.		
1	2	1	111	17		3	9	11	9	12	1	Other	40	
13	12	1	797	293	3	6	103	108	64	94	8	Total	2972	
2.92	3.08	1.00	3.29	3.85	3.00	2.00	3.32	3.30	3.55	2.89	3.38			MEAN GRADE
										1		9 & 10	2	
			1	1						1		11	13	
										6		12	18	PUERTO RICAN
												Coll.		
			3									Other	2	
			4	1						8		Total	35	
			1.75	4.00						3.38				MEAN GRADE
			4	3			2	2		66	2	9 & 10	13	
			10	1				1	3	25	3	11	131	
			9	3				3		14	9	12	140	OTHER HISPANIC/LATIN AMER
			5	1			2	1	1	4		Coll.		
			11				2	2		1	1	Other	16	
			39	8			6	9	4	110	15	Total	300	
			2.77	3.75			2.67	3.00	3.50	4.37	3.33			MEAN GRADE
22	6	3	333	161	3	7	56	40	23	68	1	9 & 10	602	
22	3	1	395	102	2	7	58	41	25	97	9	11	3630	
45	11		379	133	3	9	90	41	10	187	18	12	4852	WHITE OR CAUCASIAN
22	6	1	212	49	1	8	47	42	20	105	9	Coll.	3	
6	7		161	38		2	21	15	11	51	2	Other	205	
117	33	5	1480	483	9	33	272	179	89	508	39	Total	9292	
3.27	2.85	4.20	3.36	3.62	3.78	3.27	3.30	3.27	3.33	3.05	2.95			MEAN GRADE
			6	8			4	1	1	5		9 & 10	18	
1			17	4			3	2		3	1	11	109	
			18	8			3	1	2	4		12	180	OTHER
1			16	4			1			2	2	Coll.		
	1		9	2			3	2		2		Other	11	
2	1		66	26			14	6	3	16	3	Total	318	
3.00	1.00		2.92	3.46			3.29	3.00	3.67	3.44	2.67			MEAN GRADE
4	1	1	88	59		2	15	12	7	46	3	9 & 10	246	
6	1		80	14			15	14	14	27	4	11	918	
6	1	2	81	24		3	23	13	2	50	7	12	1076	NO RESPONSE
	2		66	11		3	10	11	7	13	1	Coll.	4	
2			39	12			2	5	3	10	1	Other	68	
18	5	3	354	120		8	65	55	33	146	16	Total	2312	
3.56	3.20	3.67	3.32	3.81		3.13	3.48	3.31	3.45	3.59	3.44			MEAN GRADE

2 Tests Used by Graduate and Professional Schools

Graduate Record Examinations

During the 1984-85 testing year, 24,381 Californians took the Graduate Record Examination (GRE) General and Subject Tests. These tests are administered by the Educational Testing Service and are offered throughout the year. Graduate Record Examination scores are one element used by many graduate school admissions officers and fellowship sponsors, including the National Science Foundation, in determining admission or grant eligibility. The GRE General Test measures verbal, quantitative, and analytical ability. GRE Subject Tests are offered in 17 subject areas and are intended to test students' knowledge of their undergraduate major. Registrants receive free copies of sample questions and may purchase actual past examinations for use in practice. Minority students may also use the GRE to register for the Minority Graduate Student Locater Service, although they need not take any of the tests. The minimum possible score on any of the tests is 200, meaning that a test taker either answered few questions or answered them so poorly that he or she should have saved the money and stayed home. The highest theoretical score is 800 on each section of the General Test and 990 on the Subject Tests.

As with all standardized tests, the GRE tests are not precise measurement tools. The standard error of measurement on the General Test is 35 on the verbal, 40 on the quantitative, and 45 on the analytical subtests. The *GRE Information Bulletin* (Educational Testing Service, 1985) has two pages of "Guidelines" that caution users of GRE test scores about placing too much emphasis on the scores alone. The *GRE Guide to the Use of the Graduate Record Examinations Program* (Educational Testing Service, 1984) is even more specific, and probably one of the most comprehensive publications the testing industry makes available to test takers, admissions officers, and the general public. *Effectiveness of the Graduate Record Examinations for Predicting First Year Grades* (Burton and Turner, 1983) is an excellent source for researchers interested in GRE validity. It is a summary of 246 research studies conducted by the Graduate Records Examinations Validity Study Service of GRE scores and first-year grades of graduate students by department. The correlation coefficients in Display 17 on page 18, reproduced from that publication, indicate that in three of four disciplinary areas Subject Test scores tend to be better predictors of first-year grade-point averages than either General Test scores or students' undergraduate grade-point average. The exception is the biological sciences, where the undergraduate grade point average is a better predictor.

National and California average GRE test scores are not available, but unpublished statistical analysis of three recent tests have been filed with the Commission and may be read by researchers concerned with test reliability.

Graduate Management Admission Test

The Graduate Management Admission Test (GMAT) is used by some 800 graduate schools of business and management and required by 600 of them as part of their admissions procedure. Throughout the world, 193,343 individuals sat for the test during the last testing year, including 11,213 Californians. As a graduate school admission element, the test is somewhat different from the GRE Subject Tests, in that it does not test undergraduate knowledge from the student's major. Instead, the areas it tests are basic mathematical skills, understanding of elementary concepts, interpretation of graphic material, reading comprehension, and writing ability. Although the Educational Testing Service provides potential test takers with sample tests, there is no way that test takers can study for the Graduate Management Admission Test. It is holistic in nature.

Like other tests administered by ETS, the Graduate Management Admission Test has a scaled score range of 200 to 800. Theoretically, the test has a mean score of 500, with a standard deviation of 100. In practice, however, the current mean is 460.

The GMAT Council publishes a consumer-oriented 26-page booklet -- *The Graduate Management Admission Test: Technical Report on Test Development and*

DISPLAY 17 Size-Adjusted Average Correlations of Predictors with First-Year Average in Departments with Data for Ten or More Students

Department	Graduate Record Examination				Undergraduate Grade-Point Average
	Verbal	Quantitative	Analytical	Subject	
All					
Correlation	.22	.22	.26	.33	.27
Number of Departments	244	244	204	93	222
Humanities					
Correlation	.21	.15	.20	.31	.26
Number of Departments	34	34	28	10	31
Social Sciences					
Correlation	.26	.23	.32	.31	.26
Number of Departments	118	118	99	44	108
Biological Sciences					
Correlation	.22	.18	.21	.15	.30
Number of Departments	36	36	31	8	36
Mathematical and Physical Sciences					
Correlation	.12	.27	.17	.39	.30
Number of departments	56	56	46	31	47

Source: Adapted from Educational Testing Service, 1983, p. 16.

Score Interpretation for GMAT Users (Schrader, 1979) -- telling readers how to and not to interpret scores on the GMAT. The booklet is must reading for admissions officers who normally look at SAT, ACT, LSAT, and MCAT scores. In plain English, it explains the predictive validity of GMAT scores, starting with a review of validity studies since 1955.

Graduate Management Admission Test scores have a high correlation to first-year graduate-school grade-point averages. In contrast with tests discussed previously, where high school or undergraduate grade-point averages have higher correlation coefficients with subsequent first-year grade-point averages, the correlation of the Graduate Management Admission Test is .48, as compared to .27 for undergraduate grade-point averages. Moreover, since the bases for undergraduate grade-point averages are as varied as the colleges from which graduate management students come, the test provides an "equalizer," or uniform measure, by which students may be judged. The reliability coefficient of recent GMATs has been .93. The standard error of measurement is 30 scoring units. This means that if a test taker who received a score of 500 were to repeat the test, chances are that he or she would score between 470 and 530. Admissions officers are cautioned to keep this range of scores in mind, rather than considering a single score as an absolute.

Miller Analogies Test

This test is administered locally, and is one factor in admitting graduate students. However, it does not require registration, no fees are charged the test taker, and racial/ethnic and sex data are not collected. No national or State data are available. Although over 3,000 people took the test during the past testing year, other criteria for reporting, as called for by the Legislature, are not present. No comment can, therefore, be made in this report. What brief statistics are available are reproduced in Appendix B.

Law School Admission Test

The Law School Admission Services designs and administers the Law School Admission Test (LSAT) on behalf of the Law School Admission Council -- an association that includes 174 accredited U.S. law schools and 14 Canadian law schools. The LSAT is used by all accredited law schools and most non-accredited law schools throughout the nation as one factor in determining the admissibility of first-year applicants. Nationally, 95,119 people registered for the test in 1984-85. Californians accounted for 12,086 of these registrants.

The LSAT consists of six 35-minute multiple-choice reading comprehension sections, and a 30-minute writing sample section. Two of the multiple-choice sections are considered pre-test, and are not scored. The writing sample also is not scored, but is submitted to law schools for their use in reaching decisions concerning admission. Since the new version of the test was inaugurated in June 1982, scores on the combination of four multiple-choice sections are reported on a scale of 12 to 48. The four different types of reading sections used in the test are intended to evaluate reading, understanding, and analyzing skills of prospective law students and are based on a broad range of academic disciplines. There is no advantage to students from any particular undergraduate academic background. Inasmuch as graduation from college, or even having attended college, is not a requirement for attending law school in California and several other states, the absence of a need for specific academic knowledge in order to take the LSAT is not disadvantageous.

In order to prepare for the LSAT, the Law School Admissions Services provides prospective registrants with a packet of materials which include the booklet, *Law School Admission Services Preparation Material Sample LSAT*. This booklet explains the types of reading passages and questions that may be on the test and explains how the most appropriate answers to the questions were derived. It also offers several recommendations on how to approach answering each section of the test and concludes with an actual test to be used for practice. Actual tests from the previous year are also available for sale.

Inasmuch as the "new" LSAT has been offered only since 1982, no extensive, validity studies of the test have yet been concluded. However, from the preliminary work done to date, it is apparent that law schools vary greatly in the correlation of LSAT scores and their students' first-year grades. For this reason, the Law School Admission Services encourages individual schools to conduct their own statistical analyses, rather than depending on national figures. However, in terms of the reliability of the test itself, the LSAT has a correlation coefficient of .92, or quite satisfactory; the standard error of measurement is ±2, meaning the scores that a student might receive upon repeatedly taking similar tests would cluster within two score units, plus or minus, of the original score.

An important caveat that appears throughout all of the literature submitted by the Law School Admission Services to test takers, pre-law advisors, and law school admissions staff, is that scores on the LSAT should not be used in isolation but only as one of several factors in the admission process.

No detailed data are yet available for Californians who have taken the LSAT, other than that their mean

DISPLAY 18 Law School Admissions Test National Scaled Score Distribution, 1982-1984

Scaled Score	Percent Below*
48	99.9
46	99.4
44	98.0
42	95.2
40	90.3
38	83.7
36	75.3
34	66.0
32	56.3
30	46.6
28	38.0
26	29.6
24	22.5
22	16.9
20	12.2
18	8.6
16	5.8
14	3.8
12	2.4

* The entries in this column reflect the percentages of candidates scoring below the scores given.

Source: Law School Admission Council

score of 32 slightly exceeded the national mean score of 31 during the 1984-85 testing year. Display 18 shows the score distribution nationally for test takers between 1982 and 1984.

Medical College Admission Test

The current version of the Medical College Admission Test was introduced in 1977 for students planning to enter medical school in 1978. During the 1984-85 testing year, it was administered to 44,443 examinees, including 3,994 Californians. It is offered twice each year and is a full-day examination, with scientific knowledge tested in the morning, and skills analysis tested in the afternoon.

Displays 19 and 20 on page 25and 26 report the scores for national test takers in September 1984 and April 1985, and Displays 21 and 22 on pages 27 and 28 show comparable data for California test takers. California mean scores exceed national means in every sub-section of the test in both testing sessions. Mean scores for the spring session are generally higher than scores of the fall session because students have completed an additional semester of study.

Although there are over 300 questions on the Medical College Admission Test, scores are reported on a scale of 1 to 15 in order to minimize differences in scores due to factors unrelated to test takers' knowledge or skill.

The version of the Medical College Admission Test used since 1977 differs from its predecessor in that it does not test rote memory but rather the application of principles and concepts generally considered important for the study of medicine. The multiple-choice questions in biology, chemistry, and physics are medically related, and the "science problems" questions present medically related situations that may require the integration of knowledge from each of these three basic sciences in order to select the most appropriate answer.

Registrants for the test receive a 79-page "textbook," *The MCAT Student Manual*, on taking examinations, and the MCAT in particular. Although the basic science questions are quite straight forward, the science problems are another matter. As the manual says (p. 5):

> In these questions, the information given may be insufficient to permit you to reach a conclusion; excessive or irrelevant information may be included; or you may have to derive new information from the information that is given. Selecting the correct answer to these questions will depend upon your skills in defining a problem, in distinguishing between relevant and irrelevant information, and in recognizing whether or not sufficient information is given from which to draw a conclusion.

The manual is additionally helpful to prospective test takers in that the topics to be covered in each science subject sub-test are listed. Provided students have taken courses in these subjects or reviewed materials generally covered in basic one-year courses in them, there should be no surprises presented in these sub-tests. The two skills sub-tests, on the other hand, do not require specific knowledge in order for a student to do well. These sub-tests are "designed to assess . . . ability to comprehend, evaluate, and use information that is presented in a narrative or quantitative format." (*Manual*, p. 37). In addition to the 180 illustrative questions and answers in the manual, registrants receive a practice test which is considered an exact replica of an actual full-day test.

The Association of American Medical Colleges, sponsor of the MCAT, has goals in its testing program that differ from those of other test sponsors, in that it wishes not only to assess students' chances for success in medical school, but also test for what it believes are the kinds of judgments that are required of practicing physicians.

How valid is the MCAT in predicting grades in medical school and medical board tests? It is quite valid in predicting first-year grades, somewhat less valid in predicting second-year grades, and again quite valid in predicting scores on the National Board of Medical Examiners' Part I examination taken by students at the conclusion of their pre-clinical years in medical school. As seen in Displays 23 and 24 on page 29, it has a higher degree of validity than undergraduate GPAs in each of the three areas of comparison. However, the combined GPA and MCAT scores have the highest correlation.

The scores received on each sub-test of the MCAT are not averaged. Each score is reported independently, since each represents an assessment of different skills or knowledge of disciplines. The correlation between sub-test scores and first-year grades is highest with the biology, chemistry, and "science problems" areas, while over the first two years of medical

DISPLAY 19 Percentages of Medical College Admission Test Examinees Achieving Scaled Score Levels and Associated Percentile Rank Ranges by Area of Assessment, September 1984 Administration (N=23,272)

	Biology		**Chemistry**		**Physics**		**Science Problems**		**Skills Analysis: Reading**		**Skills Analysis: Quantitative**		
Scaled Score	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	**Scaled Score**
15			0.1	99.9	0.4	99.9	0.5	99.9			0.0	99.9	15
14	0.2	99.9	0.6	99.4-99.9	1.6	98.1-99.6	0.8	98.9-99.5			0.6	99.5-99.9	14
13	2.3	97.6-99.8	2.5	96.9-99.3	2.8	95.3-98	2.3	96.5-98.8	0.2	99.9	0.7	98.8-99.4	13
12	6.8	90.8-97.5	4.6	93-96.8	4.4	90.9-95.2	4.3	93-96.4	2.0	97.9-99.8	3.5	96-98.7	12
11	10.6	81-90.7	7.4	86-92	9.7	82-90.8	7.8	85-92	7.4	91-97.8	7.0	89-95	11
10	17.4	64-80	10.3	75-85	9.7	72-81	11.2	74-84	13.7	78-90	9.1	80-88	10
9	14.2	49-63	12.1	63-74	10.1	62-71	13.3	61-73	18.2	59-77	10.6	70-79	9
8	13.9	36-48	14.0	49-62	15.9	47-61	14.3	47-60	17.4	42-58	16.7	53-69	8
7	11.3	24-35	14.9	34-48	13.9	33-46	15.1	32-46	12.1	30-41	14.7	38-52	7
6	8.2	16-23	14.8	20-33	13.2	19-32	12.8	19-31	9.1	21-29	13.0	25-37	6
5	6.2	9-15	10.2	08.5-19	10.5	8-18	10.0	07.8-18	7.1	12.9-20	12.6	11.6-24	5
4	5.0	04-08.9	6.7	01.7-08.4	5.6	02.2-07.9	5.7	02.1-07.7	4.3	08.6-12.8	6.5	05.1-11.5	4
3	2.4	01.5-03.9	1.3	00.4-01.6	1.9	00.3-02.1	1.7	00.4-02	3.6	05-08.5	2.8	02.3-05	3
2	1.2	00.3-01.4	0.3	00.1-00.3	0.2	00.1-00.2	0.3	00.1-00.3	2.0	03-04.9	1.7	00.6-02.2	2
1	0.2	00.0-00.2	0.0	00.0	0.0	00.0	0.0	00.0	2.9	00.0-02.8	0.5	00.0-00.5	1
	Scaled Score Mean = 8.3 Std. Deviation = 2.52		**Scaled Score** Mean = 7.8 Std. Deviation = 2.44		**Scaled Score** Mean = 8.0 Std. Deviation = 2.57		**Scaled Score** Mean = 7.9 Std. Deviation = 2.46		**Scaled Score** Mean = 7.6 Std. Deviation = 2.54		**Scaled Score** Mean = 7.4 Std. Deviation = 2.47		

Source: Association of American Medical Colleges.

DISPLAY 20 *Percentages of Medical College Admission Test Examinees Achieving Scaled Score Levels and Associated Percentile Rank Ranges by Area of Assessment, April 1985 Administration (N=21,171)*

	Biology		Chemistry		Physics		Science Problems		Skills Analysis: Reading		Skills Analysis: Quantitative		
Scaled Score	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	Percent Achieving Score	Percentile Rank Range	**Scaled Score**
15	0.0	99.9	0.0	99.9	0.6	99.9	0.4	99.9			0.1	99.9	**15**
14	0.1	99.9	0.9	99.9	2.2	97.3-99.4	1.6	98.1-99.6			0.3	99.7-99.9	**14**
13	2.6	97.4-99.9	3.9	95.3-99.1	3.0	94.3-97.2	3.3	94.8-98	0.2	99.9	0.9	98.8-99.6	**13**
12	6.4	92-97.3	5.8	89.5-95.2	6.6	87.8-94.2	5.2	89.6-94.7	3.6	96.3-99.8	5.4	93.5-98.7	**12**
11	10.7	81-91	11.0	79-89.4	8.8	80-87.7	8.4	82-89.5	9.2	88-96.2	9.4	85-93.4	**11**
10	16.2	65-80	10.1	69-78	12.6	67-79	10.8	71-81	14.8	73-87	9.0	76-84	**10**
9	14.6	50-64	13.9	55-68	10.0	57-66	12.9	58-70	18.6	55-72	14.3	62-75	**9**
8	14.8	36-49	11.9	43-54	14.2	43-56	15.3	43-57	18.0	37-54	15.3	46-61	**8**
7	11.1	24-35	14.5	29-42	15.7	27-42	16.1	27-42	12.9	24-36	13.7	33-45	**7**
6	8.6	16-23	12.3	15.8-28	9.4	18-26	10.5	17-26	7.3	16-23	12.2	21-32	**6**
5	6.6	08.4-15	9.0	06.8-15.7	8.9	08.2-17	8.5	07.1-16	4.5	12-15	9.3	11-20	**5**
4	4.6	03.8-08.3	5.2	01.6-06.7	6.4	01.8-08.1	5.4	01.8-07	3.8	07.1-11	5.3	5-10	**4**
3	2.2	01.6-03.7	1.1	00.4-01.5	1.5	00.3-01.7	1.1	00.6-01.7	2.8	04.4-07	3.5	01.6-04.9	**3**
2	1.2	00.4-01.5	0.3	00.0-00.3	0.1	00.0-00.2	0.5	00.0-00.5	1.7	02.7-04.3	1.1	00.4-01.5	**2**
1	0.3	00.0-00.3	0.0	00.0	0.0	00.0	0.0	00.0	2.6	00.0-02.6	0.3	00.0-00.3	**1**
	Scaled Score Mean = 8.3 Std. Deviation = 2.50		**Scaled Score** Mean = 8.2 Std. Deviation = 2.53		**Scaled Score** Mean = 8.3 Std. Deviation = 2.65		**Scaled Score** Mean = 8.2 Std Deviation = 2.53		**Scaled Score** Mean = 7.9 Std. Deviation = 2.50		**Scaled Score** Mean = 7.8 Std Deviation = 2.50		

Source: Association of American Medical Colleges.

DISPLAY 21 ***Percentages of Medical College Admission Test Examinees Achieving Scaled Score Levels and Associated Percentile Rank Ranges by State of Legal Residence: California, September 1984 Administration (N=2,149)***

	-----BIOLOGY------		----CHEMISTRY-----		-----PHYSICS------		-SCIENCE PROBLEMS-		-SKILLS ANALYSIS:- READING		-SKILLS ANALYSIS:- QUANTITATIVE		
SCALED SCORE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	SCALED SCORE
15			0.0	99.9	1.1	99.0-99.9	1.2	98.9-99.9			0.1	99.9	15
14	0.5	99.6-99.9	1.3	98.8-99.9	3.6	95.4-98.9	1.9	97.0-98.8			0.7	99.3-99.9	14
13	4.7	94.8-99,5	5.4	94-98.7	5.4	91-95.3	5.8	92-96.9	0.3	99.8-99.9	1.1	98.2-99.2	13
12	13.0	83-94.7	10.8	84-93	9.0	82-90	9.6	83-91	2.7	97.1-99.7	5.8	93-98.1	12
11	16.6	66-82	12.9	71-83	15.0	67-81	14.8	68-82	10.0	88-97.0	9.9	83-92	11
10	20.3	46-65	14.9	56-70	11.7	55-66	14.8	53-67	16.2	72-87	12.5	71-82	10
9	12.9	33-45	13.8	42-55	11.2	44-54	13.4	40-52	17.0	55-71	12.5	58-70	9
8	10.1	23-32	12.4	29-41	16.0	28-43	12.0	28-39	16.9	38-54	17.1	41-57	8
7	8.5	14-22	11.6	18-28	9.7	18-27	10.9	17-27	11.8	26-37	13.9	27-40	7
6	5.5	09-13	9.1	09-17	8.6	10-17	8.0	09-16	7.7	18-25	11.0	16-26	6
5	3.5	05-08	4.4	04-08	5.1	05-09	4.5	04-08	6.0	12-17	8.7	08-15	5
4	2.5	03-04	2.2	01.2-03	2.5	01.3-04	2.1	01.3-03	4.4	08-11	4.1	04-07	4
3	1.1	00.8-02	0.8	00.3-01.1	1.0	00.3-01.2	0.9	00.4-01.2	3.0	04.2-07	1.4	01.2-03	3
2	0.6	00.2-00.7	0.2	00.0-00.2	0.2	00.0-00.2	0.3	00.0-00.3	1.4	02.7-04.1	0.9	00.3-01.1	2
1	0.1	00.0-00.1							2.6	00.0-02.6	0.2	00.0-00.2	1
	SCALED SCORE		SCALED SCORE		SCALED SCORE		SCALED SCORE		SCALED SCORE		SCALED SCORE		
	MEAN	9.3	MEAN	9.0	MEAN	9.1	MEAN	9.2	MEAN	7.9	MEAN	8.1	
	STD. DEV.	2.39	STD. DEV.	2.43	STD. DEV.	2.62	STD. DEV.	2.53	STD. DEV.	2.53	STD. DEV.	2.41	

Source: Association of American Medical Colleges.

DISPLAY 22 *Percentages of Medical College Admission Test Examinees Achieving Scaled Score Levels and Associated Percentile Rank Ranges by State of Legal Residence: California, April 1985 Administration (N=1,845)*

	-----BIOLOGY------		----CHEMISTRY-----		-----PHYSICS------		-SCIENCE PROBLEMS-		-SKILLS ANALYSIS:- READING		-SKILLS ANALYSIS:- QUANTITATIVE		
CALED CORE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	PERCENT ACHIEVING SCORE	PERCENTILE RANK RANGE	SCALED SCORE
15			0.1	99.9	1.3	98.8-99.9	1.1	99.0-99.9			0.1	99.9	15
14	0.2	99.9	2.9	97.1-99.9	5.3	93.5-98.7	3.6	95.4-98.9			0.7	99.3-99.9	14
13	6.2	93.7-99.8	7.9	90-97.0	5.9	89-93.4	6.9	89-95.3	0.4	99.7-99.9	1.7	97.7-99.2	13
12	12.3	82-93.6	10.6	80-89	10.2	78-88	10.2	79-88	5.0	94.7-99.6	8.2	90-97.6	12
11	17.0	65-81	16.9	63-79	13.9	64-77	11.9	67-78	12.0	84-94.6	11.5	79-89	11
10	19.1	46-64	11.7	51-62	13.6	51-63	14.2	53-66	16.9	67-83	10.4	68-78	10
9	14.0	32-45	14.9	36-50	10.5	40-50	13.2	40-52	18.9	48-66	14.7	54-67	9
8	12.0	20-31	10.7	26-35	12.7	28-39	13.8	26-39	16.0	32-47	15.2	39-53	8
7	7.0	13-19	9.5	16-25	12.0	16-27	9.8	16-25	12.7	19-31	12.6	26-38	7
6	4.8	08-12	7.0	09-15	5.9	10-15	6.8	10-15	6.0	13-18	10.9	15-25	6
5	3.3	05-07	4.9	04-08	5.2	05-09	4.9	05-09	4.0	09-12	6.8	08-14	5
4	2.3	03-04	2.3	01.6-03	2.9	00.9-04	2.9	00.8-04	3.0	06-08	4.1	04-07	4
3	1.1	00.8-02	0.5	00.5-00.9	0.5	00.3-00.8	0.5	00.3-00.7	2.6	02.6-05	2.2	01.0-03	3
2	0.5	00.3-00.7	0.4	00.0-00.4	0.2	00.0-00.2	0.2	00.0-00.2	1.2	01.5-02.5	0.7	00.3-00.9	2
1	0.2	00.0-00.2							1.4	00.0-01.4	0.2	00.0-00.2	1
	SCALED SCORE		SCALED SCORE		SCALED SCORE		SCALED SCORE		SCALED SCORE		SCALED SCORE		
	MEAN	9.4	MEAN	9.4	MEAN	9.3	MEAN	9.3	MEAN	8.3	MEAN	8.3	
	STD. DEV.	2.36	STD. DEV.	2.54	STD. DEV.	2.68	STD. DEV.	2.61	STD. DEV.	2.39	STD. DEV.	2.50	

Source: Association of American Medical Colleges.

DISPLAY 23 *Distributions of Multiple Correlations for GPA, MCAT, and GPA/MCAT Composites with Year 1 and Year 2 Grades and NBME-Part I**

Predictor Composite		Year 1 Grades	Year 2 Grades	NBME-Part I
GPA**	3rd Q:	.46	.42	.37
	Median:	.41	.37	.30
	1st Q:	.34	.27	.23
MCAT	3rd Q:	.49	.44	.63
	Median:	.41	.37	.54
	1st Q:	.34	.29	.43
GPA/MCAT	3rd Q:	.58	.56	.68
	Median:	.52	.51	.59
	1st Q:	.47	.40	.48

* Year 1 grades are based on 25 samples (classes) at 12 schools; Year 2 grades, 22 samples at 12 schools, and NBME-Part I, 18 samples at 9 schools.

** Science GPA and non-science GPA

Source: Jones and Thomae-Forgues, 1984, p. 9.

DISPLAY 24 *Number and Percentage of Samples (Classes) for Which GPA, MCAT, and GPA/MCAT Composites Were Better Predictors of Year 1 and Year 2 Grades and NBME-Part I*

Predictor Composite	Year 1 Grades		Year 2 Grades		NBME-Part I	
	Number	%	Number	%	Number	%
GPA better than MCAT	13	52	10	45	0	0
MCAT better than GPA	12	48	12	55	18	100
GPA/MCAT better than GPA alone	25	100	22	100	18	100

Source: Jones and Thomae-Forgues, 1984, p.10.

school, the sub-test on "skills analysis: reading" tends to have the greater predictive validity.

Demographic characteristics of California examinees were not available for this report. However, the Association of American Medical Colleges did provide five years of data for national test takers. Display 25 on page 30 shows that the proportion of women test takers has increased over the past five years, as has the proportion of minorities, notably Asian/Pacific Islanders.

*DISPLAY 25 Trends in Characteristics of Medical College Admission Test Examinees, 1980-1984**

Characteristic	Percentage of Examinees**				
	1980	1981	1982	1983	1984
SEX					
Male	66	64	63	62	62
Female	34	36	37	38	38
COLLEGE STATUS					
Sophomore	3	3	3	3	3
Junior	34	34	33	33	33
Senior	31	32	32	32	32
College Graduate	33	31	33	33	32
UNDERGRADUATE MAJOR					
Mathematics and Statistics	1	1	1	1	1
Premedical	3	3	3	3	3
Biological Sciences	56	56	56	55	57
Humanities, Languages, and the Arts	3	3	3	3	3
Physical Sciences	18	18	18	17	17
Social Sciences	7	8	8	8	8
Other	12	12	12	13	12
RACIAL/ETHNIC GROUP					
Black	8	8	8	8	8
American Indian/Alaskan	0	0	1	0	1
White	80	79	78	77	76
Asian/Pacific Islander	6	7	8	8	9
Hispanic Mexican American	1	2	2	2	2
Hispanic Puerto Rican (Mainland)	1	2	1	1	1
Hispanic Puerto Rican (Commonwealth)	2	2	2	2	2
Hispanic Other	2	2	2	2	2

Note: The number of examinees remained near 19,000 for the years 1962-1965, then increased to 19,705 in 1966; 22,288 in 1967; 26,539 in 1968; 28,880 in 1969; 33,869 in 1970; 45,324 in 1971; 51,696 in 1972; 54,835 in 1973; and 58,218 in 1974. Since 1974, the number of examinees generally declined: 57,522 in 1975; 53,599 in 1976; 56,579 in 1977; 51,791 in 1978; and 48,075 in 1979. In 1980, examinees numbered 49,646; 48,203 in 1981; 47,597 in 1982; 48,945 in 1983; and 45,029 in 1984.

* This table and reported percentages are based on usable records.

** Percentages may not add to 100 because of rounding; those less than .5 are rounded to 0.

Source: Association of American Medical Colleges.

APPENDIX A: Senate Bill No. 1758

Senate Bill No. 1758

CHAPTER 1505

An act to repeal and add Chapter 3 (commencing with Section 99150) to Part 65 of the Education Code, relating to education.

[Approved by Governor September 27, 1984. Filed with
Secretary of State September 28, 1984.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1758, Torres. Postsecondary education: standardized tests.

Existing law requires any entity which sponsors a standardized test to report certain data, including financial disclosures, to the California Postsecondary Education Commission, and to provide specified information to test subjects prior to the administration of a test.

This bill would repeal and recast existing law and would expand the type of information which a test agency or test sponsor, as defined, must submit to the commission. The bill would also expand the information which must be provided to test subjects and would require each test agency to prepare clear, easily understandable written descriptions of each standardized test it administers, as specified.

The bill would also require a test agency to review and decide cases of suspected test score inauthenticity or irregularity according to a specified procedure, based upon the substantial evidence standard.

This bill would also prohibit the release or disclosure of any test score identifiable with an individual test subject, as defined, except as specified.

The people of the State of California do enact as follows:

SECTION 1. Chapter 3 (commencing with Section 99150) of Part 65 of the Education Code is repealed.

SEC. 2. Chapter 3 (commencing with Section 99150) is added to Part 65 of the Education Code, to read:

CHAPTER 3. STANDARDIZED TESTS

99150. (a) The Legislature finds and declares that:

(1) Education is fundamental to the development of all residents and to the progress of the state as a whole.

(2) Standardized tests are a major factor in the admission and placement of students in postsecondary education.

(3) There is increasing concern among residents, educators, and public officials regarding the proper uses of standardized tests in the

admissions and placement decisions of postsecondary education institutions.

(4) The rights of test subjects should be assured without infringing upon the proprietary rights of the test agencies.

(b) It is the intent and purpose of the Legislature in enacting this chapter to do all of the following:

(1) Ensure that test subjects and persons who use test results are fully aware of the characteristics, uses, and limitations of standardized tests used in postsecondary education admissions and placement.

(2) Ensure due process protection of test subjects whose scores are being questioned for suspected inauthenticity or irregularity in test administration.

(3) Provide test subjects with the opportunity to review the basis on which the test subject has been scored.

(4) Make available to the public appropriate information regarding the procedure, development, and administration of standardized tests.

(5) Promote more knowledge about the proper use of standardized test results and promote greater accuracy, validity, and reliability in the development, administration, and interpretation of standardized tests.

99151. (a) "Admissions data assembly service" means any summary or report of grades, grade point averages, standardized test scores, or any combination of grades and test scores, of a test subject used by any test score recipient.

(b) "Commission" means the California Postsecondary Education Commission.

(c) "Standardized test" or "test" means any test administered in California at the expense of the test subject which is used for the purposes of admission to, or class placement in, postsecondary educational institutions or their programs, or any test used for preliminary preparation for those tests.

"Standardized test" or "test" includes, but is not limited to, the Preliminary Scholastic Aptitude Test, the Scholastic Aptitude Test, the College Board Achievement Tests and Advanced Placement Tests, the ACT Assessment, the Graduate Record Examination, the Medical College Admission Test, the Law School Admission Test, the Dental Admission Testing Program, the Graduate Management Admission Test, and the Miller Analogies Test.

The standardized test does not include a test, or part of a test, which has been in use for less than five years, or which is administered to a selected group of individuals principally for research, pre-test, equating, guidance, counseling, or for the purposes of meeting graduation requirements of secondary schools and postsecondary educational institutions.

Tests which are administered as supplements or auxiliaries to another test, or which form a specialized component of a test, may be combined for the purposes of this chapter.

(d) "Secure test" means any test which contains items not available to the public and which, to allow the further use of test items and to protect the validity and reliability of the test, is subject to special security procedures in its publication, distribution, and administration.

(e) "Test subject" or "subject" means an individual who takes a standardized test.

(f) "Test sponsor" or "test agency" means an individual, partnership, corporation, association, company, firm, institution, society, trust, or joint stock company which develops, sponsors, or administers standardized tests.

(g) "Testing year" means the 12 calendar months which the test agency considers either its operational cycle or its fiscal year.

(h) "Test score" or "score" means the value given to the test subject's performance on a standardized test, administered by the test agency, whether reported in numerical, percentile, or any other form.

(i) "Test score recipient" means any person, organization, association, corporation, postsecondary education institution, or governmental agency or subdivision to which the test subject requests or designates that a test agency report a test score.

(j) "Score reporting service" means the reporting of a test subject's standardized score to a test score recipient by a test agency.

(k) "Test preparation course" means any curriculum, course of study, plan of instruction, or method of preparation given for a fee which is specifically designed or constructed to prepare or improve a test subject's score on a standardized test.

(*l*) "Test program" means all of the administrations of a test of the same name during a testing year.

99152. Each test sponsor shall report the closing date of its testing year to the commission by February 1, 1985, or within 90 days after it first becomes a test sponsor, whichever is later. Each test sponsor shall report any change in the closing date of its testing year within 90 days after the change.

99153. On or before November 15 of each year, the test sponsor shall submit to the commission all of the following data and information:

(a) Three copies of each version of the test which was disclosed in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

(b) The dates of major or national administration of each test administered by the test agency during the testing year.

(c) The total number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year.

(d) The total number of test subjects who registered for, but did not take, the test.

(e) The total amount of fees received from test subjects by the test agency for the test for that testing year.

(f) The expenses to the test sponsor of the test, as follows:

(1) Those expenses which are directly attributable to the test.

(2) Those expenses which are indirectly attributable to the test. However, if the test sponsor also sponsors another test or related activities, it shall be sufficient for compliance with provisions of this section for the test sponsor to list indirectly attributable expenses, to the extent that they are identifiable, as they are proportionately related to the test. The test sponsor shall also list expenses indirectly attributable to all activities of the test's sponsor, including expenses not identifiable as attributable to a test.

The financial disclosure required by this section shall be submitted within 135 days after the close of the testing year and in sufficient detail to indicate the major categories of revenues and expenses associated with the test. Except as provided in this section, the information for different tests administered by the same test sponsor shall be reported separately and by individual test.

(g) A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

(h) Where applicable, the national average test scores, state average test scores, the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years.

(i) For those tests used to predict academic performance, the most recent national or regional aggregation of data concerning the predictive validity of all of the following:

(1) Academic record or grades alone.

(2) Standardized test score alone.

(3) Academic record and test score combined.

(4) Standardized test scores over and above the predictive validity of academic record alone.

(j) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking each test during the testing year.

(k) If a separate fee is charged test subjects for admissions data assembly service, the test sponsor shall report information concerning the data assembly service in substantially the same form as would be required for a test under this section.

(*l*) This section shall not be construed to require any test agency to submit to the commission any reports or documents containing information relating to any individual test subject. Any information relating to any individual test subject shall be deleted or obliterated from any reports or documents filed with the commission pursuant to this section.

(m) This section shall not apply to any standardized test which is administered to fewer than 3,000 test subjects in California during a testing year.

99154. (a) Within 90 days of the close of each testing year, the test sponsor shall file with the commission standard technical data sufficient to describe the psychometric quality of the test.

For purposes of compliance with this section, it is sufficient to deposit with the commission information conforming to the guidelines specified in the Standards for Educational and Psychological Tests of the American Psychological Association, which were in effect 180 days prior to the testing year, and which are appropriate to the particular test and its uses.

(b) Data, reports, or other documents submitted pursuant to this section shall be accompanied by a description of the test, including, but not limited to, the title, purpose or purposes of the test, and when and where the test was administered in the state.

(c) Data, reports, or other documents submitted pursuant to this chapter shall not contain information in a form identifiable with individuals or particular postsecondary educational institutions.

99155. The commission shall prepare and submit an annual report regarding standardized tests of the state's test subjects to the Governor, the Legislature, the Regents of the University of California, the Board of Governors of the California Community Colleges, the Trustees of the California State University, the California Postsecondary Education Commission, and the Superintendent of Public Instruction on or before March 1 of each year. This report shall include a descriptive summary of existing data and information submitted to the commission pursuant to Section 99153, including all of the following:

(a) The number of California students taking standardized tests.

(b) The performance of California test subjects.

(c) The predictive validity of test scores as specified in subdivision (i) of Section 99153.

(d) A description of the information specified in subdivisions (a), (b), and (c) according to the sex and ethnicity of test subjects.

(e) The revenues received by test sponsors, and the proportion of those revenues expended for test development and administration.

99156. A test agency shall prepare a clear, easily understandable written description of each standardized test it administers. A copy of the appropriate description shall be provided to the test subject or the test score recipient prior to the administration of the test or coinciding with the initial reporting of a test score. The description shall include all of the following information:

(a) The purposes for which the test is constructed and intended to be used.

(b) For those tests used to predict performance, the subject matter included on these tests and the knowledge and skills which the test purports to measure.

(c) Statements designed to provide information for interpreting the test scores, including the explanations of the test, the standard error of measurement, and for those tests used to predict performance, the correlation between test score and performance.

(d) Statements concerning the effects and uses of test scores, including both of the following:

(1) If the test score is used by itself or with other information to predict future grade point average, a summary of existing data on the extent to which the use of this test score will improve the accuracy of predicting future grade point average, over and above all other information used.

(2) A summary of existing data on the extent to which the improvement in test scores results from test preparation courses.

(e) A description of the form in which test scores will be reported, and whether the raw test scores will be altered in any way before being reported to the test subject.

(f) A complete description of any promises or covenants which the test agency makes to the test subject with regard to any of the following matters:

(1) The accuracy of scoring.

(2) The time period within which the test subject's score will be reported to the test subject and to the test score recipients.

(3) The privacy of information relating to the test subject, including his or her test scores.

(g) The property interest in the test score held by the test subject, if any.

(h) The period of time the test agency will retain the test score, and the test agency's policies regarding the storage, disposal, and future use of test scores.

(i) A description of all special services which will be provided at the location of the test administration to accommodate handicapped or disabled test subjects.

(j) The policies and procedures of the test agency when there is a delay in reporting the test scores pursuant to Section 91160.

(k) A representative set of sample test items.

(*l*) The fees to be charged by the test sponsor for various services made available to the test subject.

(m) Each test agency shall comply with the requirements of this section beginning with the start of its testing year which begins after January 1, 1985.

99157. (a) Within 90 days of the release to the test subject of the results of a standardized test as specified in subdivision (c), and upon the request of the test subject, the test sponsor shall provide to the test subject an opportunity to examine operational test questions and answers under closely monitored conditions. The examination shall occur at a location to be mutually agreed upon by the test sponsor and test subject.

Unless authorized by the test sponsor, questions, answers, or copies of questions or answers shall not be removed from the facility, except by a representative of the test sponsor. During the examination of test materials, the test subject may file with a representative of the test sponsor, and with an educational institution or institutions seeking results of the test examined, a written protest to any question or answer.

(b) As an alternative to the procedure described in subdivision (a), and within 90 days of the release of the results of any standardized test score to the test subject, and upon request of the test subject, the test sponsor shall make available to the test subject the test materials, including operational test questions, a copy of the test subject's response to each question, the test subject's raw scores, a copy of scoring and scaling instructions, a copy of the correct responses, and a copy of the conversion factor or table, or both.

Each test sponsor shall, prior to the administration of a test, give written notification to the test subject of his or her right to request and receive test disclosure as provided in this section.

(c) Except for test administrations described in subdivision (d), the test sponsor shall provide to test subjects the test materials specified in subdivisions (a) and (b) for not fewer than 50 percent of regular test administrations, as determined by the test sponsor. If the application of 50 percent results in a number which includes a fraction, the number shall be rounded to the nearest larger whole number.

(d) In order to accommodate test subjects who, because of religion, are unable to participate in regular test administrations, the test sponsor shall provide test materials specified in subdivisions (a) and (b) to test subjects of not fewer than one non-Saturday test administration during every 12-month period following December 1, 1984.

(e) Each test sponsor shall, prior to the administration of a test, give written notification to the test subjects of their right to request and receive test materials as provided in subdivisions (a), (b), and (c), provided that the request has been made within 90 days of the release of the test score to the test subject.

(f) The test sponsors may charge a nominal fee, not to exceed the direct costs thereof, for test materials provided pursuant to this section.

(g) For the purposes of this section only, a "standardized test" or "test" means any test administered in California to at least 3,000 individuals during a testing year and which is designed for, and formally required by, institutions of postsecondary education in California for the purposes of admission to those institutions for undergraduate studies. This section does not apply to tests that have been administered for less than five years, the College Board Achievement tests, the Advanced Placement tests, the Medical College Admissions tests, or the test of English as a foreign language.

99158. If the test agency will be delayed in reporting a test subject's score for a time period amounting to 10 calendar days beyond the period specified in paragraph (2) of subdivision (f) of Section 99156, the test agency shall notify the test subject immediately. The notice shall indicate the reasons for delay, including, but not limited to, incorrect, incomplete, or inconsistent personal identifying information furnished by a test subject.

99159. (a) Whenever a test agency is presented with information which renders the test subject's test score suspect, whether that information is in the form of allegations of collusion or cheating, or irregular test administration, or irregular statistical data, or any other form, the test agency is responsible for reviewing the information and determining if withholding the test subject's score is warranted.

(b) If the test agency determines that withholding the test subject's score is warranted, the test agency shall give the test subject written notice of the test agency's decision. The notice shall be sent by registered mail not later than five working days after the test agency's decision.

(c) The notice to the test subject shall include all of the following:

(1) A complete summary of the information submitted to the test agency and relied upon by the test agency to withhold the score.

(2) A complete summary of the pertinent facts surrounding the investigation.

(3) A statement of the test subject's right to receive, upon request, details supporting complete summaries referred to in paragraphs (1) and (2).

(4) The policies and procedures that were followed by the test agency in reviewing and rendering a decision to withhold the test score.

(5) The potential consequences which may result from the investigation, such as withholding or invalidating the test scores.

(6) A summary of the information that may be submitted to the test agency by the test subject to support the authenticity of the test score.

(7) A statement informing the test subject that the opportunity to respond to the notice will be afforded for not more than 15 working days following the date the notice was delivered. No final decision on the question of suspected irregularity or inauthenticity shall be rendered by the test agency until the test subject under investigation has responded, or the time for doing so has expired, whichever occurs first.

(d) After the time period specified in paragraph (7) of subdivision (c) has expired, the test agency shall review all of the evidence and shall render a decision regarding the authenticity of the score.

No test agency shall cancel or invalidate a test subject's test scores on the basis of an alleged irregularity or inauthenticity unless, after all evidence has been considered by the test agency, substantial evidence resulting from an investigation conducted pursuant to this section supports the cancellation or invalidation.

99160. (a) Whenever the test agency determines that substantial evidence exists to support cancellation or invalidation of a test score, the test agency shall provide the test subject with a choice of the following options:

(1) A cancellation of the test scores in question, with full refund of all test fees.

(2) Opportunity to take the test again privately and without charge.

(3) Opportunity to seek judicial review of the matter.

(b) The test subject shall have 30 days following receipt of the notice by registered mail to respond to the notice of inauthenticity.

(c) If the test subject responds to the notice of inauthenticity or irregularity of test scores sent by the test agency within the time period specified by subdivision (b), the test agency shall review the contents of the response and comply with one of the following:

(1) If the test subject requests cancellation of the test scores, a full refund of all test fees will be provided within a reasonable period.

(2) If the test subject requests an opportunity to take the test again privately and without charge, the test agency shall make appropriate accommodations that are mutually agreed upon by the test agency and test subject so that the test subject has sufficient time to prepare for the retest. The retest shall be given in a reasonable and timely manner.

(3) Nothing in this section precludes the parties from seeking resolution of the testing problems by either judicial review or arbitration.

(d) The test agency shall not release confidential information to any authorized test score recipients regarding a test subject under pending investigation, unless authorized to do so by the test subject.

(e) The test agency shall immediately release the test score to the test subject and the test score recipients where no substantial evidence exists to render the inauthenticity or irreguarity of the test score.

(f) The procedures prescribed in Section 99159 and this section do not apply to instances where the cancellation of all test scores results from the complete disruption of the administration of the test, such as by natural disasters, national emergencies, inadequate or improper test conditions, answer sheet printing errors, or testing agency errors.

(g) Time procedures described in Section 99159 and this section shall not apply in those instances where test scores have already been reported to test score recipients.

99161. (a) No test agency shall release or disclose any test score identifiable with any individual test subject, in any form whatsoever, to any test score recipient, unless the agency is specifically authorized by the test subject to release that test score to the recipient. A test agency may, however, release all scores received by a test subject on a test to anyone designated by the test subject to receive the test score.

(b) A test agency may release test scores and other information in a form which does not identify any individual test subject for purposes of research, studies, and reports primarily concerning the test itself.

99162. Any information or report required to be submitted to the commission pursuant to this chapter shall be public record subject to disclosure under the provisions of Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code.

Nothing in this section shall be construed to diminish or authorize the infringement of any rights protected by law relating to copyright, to the protection of trade secrets, or other proprietary rights.

99163. Any test sponsor who intentionally violates any provision of this chapter shall be liable for a civil penalty not to exceed seven hundred fifty dollars ($750) for each violation.

99164. If any provision of this chapter or the application thereof to any person or circumstances is held invalid, the invalidity shall not affect other provisions or applications of the chapter which can be given effect without the invalid provision or application, and to this end the provisions of this chapter are severable.

APPENDIX B: Test Sponsor Materials

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) 43

Scholastic Aptitude and College Board Achievement Tests 51

American College Test 65

Advanced Placement Examinations 69

Test of English as a Foreign Language 77

Graduate Record Examinations 99

Graduate Management Admission Test 129

Miller Analogies Test 135

Law School Admission Test 137

Medical College Admission Test 145

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The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

Mr. Horace Crandell
Post Secondary Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Horace:

California Senate Bill 1258 -- the Torres Bill -- requires the College Board, as a test sponsor, to file with the Commission certain information specified in Section 99153. The enclosed information is for the Preliminary Scholastic Aptitude Test as required by Section 99151.

Sincerely,

John B. Vaccaro
Director
Admissions & Guidance Services

November 11, 1985
JBV/emp

Enclosures:
(1) Section 99153 (c)
(3) Form S October 20, 1984 PSAT/NMSQT
(3) Form T October 23, 1984 PSAT/NMSQT
(1) Answer Keys for Form S and Form T of the 1984 SPAT/NMSQT
(1) Student Bulletin, 1985 PSAT/NMSQT, Oct. 19 or 22
(1) About Your 1985 PSAT/NMSQT Scores
(1) 1985 PSAT/NMSQT Supervisor's Manual
(1) 1985 PSAT/NMSQT Interpretive Manual
(1) Counselor's Guide to Helping Students Learn from the PSAT/NMSQT
(1) PSAT/NMSQT Summary Report for Nat., Reg., and State Data for CB Juniors, 1984
(1) 1984-85 Test Dates, ATP

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

THE COLLEGE BOARD

Report to the California Postsecondary Education Commission Pursant to California Senate Bill No. 1758 (Torres) State of California

The following information is provided in compliance with Section 99153 (c) (d). This data is based on all national and international test administrations during the 1984-85 testing year included in the PSAT/NMSQT Testing Program.

	PSAT/NMSQT Test
The total number of times the test was taken during the testing year	1,463,782
The number of individuals who took the test	
Once	1,463,782
Twice	0
More than twice	0
The number of individuals who registered for but did not take the test	N/A*

*The PSAT/NMSQT is school-administered; therefor, students do not register individually.

November 4, 1985

RFM/llp

Torres Report For Year Ended June 30, 1985

The following information is provided in compliance with Section 99153 (e)

	PSAT/NMSQT TEST
Fees received from test takers in the College Board's PSAT/NMSQT Tests	
Test Fees	$7,325,205

The following information is provided in compliance with Section 99153 (f)

	PSAT/NMSQT TEST
Expenses directly attributable to the PSAT/NMSQT Test	
Cost of Test Administration	$ 717,661
Direct support of test administrations: publications, transcript services, etc.	660,770
Program direction	648,042
	$2,026,473

	PSAT/NMSQT TEST
Expenses indirectly attributable to the PSAT/NMSQT Test	
Support services: publications regional offices, etc.	$ 344,838
Associational and Administrative expense	185,755
Research and Development	224,077
	$ 754,670
Total expense directly and indirectly attributable to PSAT/NMSQT test	$2,781,143

Torres Report for Year Ended June 30, 1985

Expenses identifiable as Scholastic Aptitude Tests, Achievement Tests, PSAT/NMSQT Tests and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the tests	
Support services: publications, general offices, etc.	$ 8,431,248
Associational and administrative expense	9,019,816
Research and Development	3,201,813
	$20,652,877

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

1984-85 TEST DATES

ADMISSIONS TESTING PROGRAM

		Domestic Deadlines U.S. and Puerto Rico Only		Foreign Deadlines	
Test Dates	ATP Test	Reg. Closes	Late Reg. Closes	Reg. Closes	Spec. Reg.
Oct. 13, 1984*	SAT only*	Sept. 21	Sept. 21	Not available	
Nov. 3, 1984	SAT & ACH	Sept. 28	Oct. 10	Sept. 24	Sept. 5
Dec. 1, 1984	SAT & ACH	Oct. 26	Nov. 7	Oct. 22	Oct. 3
Jan. 26, 1985	SAT & ACH	Dec. 21	Jan. 2	Dec. 17	Nov. 28
Mar. 23, 1985	SAT only	Feb. 15	Feb. 27	Feb. 11	Jan. 23
May 4, 1985	SAT & ACH	Mar. 29	Apr. 10	Mar. 25	Mar. 6
June 1, 1985	SAT & ACH	Apr. 26	May 8	Apr. 22	Apr. 3

*SAT only in the states of California, Florida, Georgia, Illinois, North Carolina, South Carolina and Texas

PSAT/NMSQT

Saturday, October 20, 1984

Tuesday, October 23, 1984

Advanced Placement Program

May 6-10, 1985

May 13-17, 1985

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

REGISTERED MAIL

Mr. Patrick M. Callan, Director
California Post Secondary Education Commission
1020 12th Street
Sacramento, CA 95814

Dear Pat:

California Senate Bill 1758--the Torres Bill--requires the College Board, as a test sponsor, to file with the commission specified information. Among the tests defined in Section 99151 (c) are the Scholastic Aptitude Test and the College Board Achievement Tests. The enclosed information related to these tests is submitted in compliance with the requirements of Section 99154.

Sincerely,

John Vaccaro

John Vaccaro
Director
Admission and Guidance Services

September 25, 1985

Enclosures: (1) Using Your College Planning Report, 1985-86
(1) ATP Guide for High Schools and Colleges, 1985-86
(1) Registration Bulletin, 1985-86 (Western Edition)
(1) Supervisor's Manual, 1985-86
(1) Taking the SAT
(1) Taking the Achievement Tests
(1) Test Center List, 1984-85
(1) College Planning Report
(1) College Counseling Report
(1) College Admissions and Advising Report
(1) The College Board Technical Handbook for the Scholastic Aptitude Test and Achievement Tests, 1984

cc: Horace Crandell, CPEC Postsecondary Administrator

JV/fr

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

Mr. Horace Crandell
Post Secondary Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Horace:

California Senate Bill 1258 -- the Torres Bill -- requires the College Board, as a test sponsor, to file with the Commission certain information specified in Section 99153. The enclosed information is for the Scholastic Aptitude Test and the College Board Achievement Tests as required by Section 99151.

Sincerely,

John Vaccaro

John B. Vaccaro
Director
Admission & Guidance Services

November 11, 1985
JBV/emp

Enclosures:
(2) Section 99153 (c)
(3) 5 SATS, 1985 Edition
(1) Registration Bulletin, SAT and AT, 1985-86
(1) Taking the SAT
(1) Taking the Achievement Tests
(1) Using Your College Planning Report, 1985-86
(1) 1985-86 ATP Guide
(1) Guidelines on the Uses of College Board Test Scores & Related Data
(1) 1984-85 Test Dates, ATP

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

THE COLLEGE BOARD

Report to the California Postsecondary Education Commission Pursant to California Senate Bill No. 1758 (Torres) State of California

The following information is provided in compliance with Section 99153 (c) (d). This data is based on all national and international test administrations during the 1984-85 testing year included in the Scholastic Aptitude Test.

	Scholastic Aptitude Test
The total number of times the test was taken during the testing year	1,704,187
The number of individuals who took the test	
Once	1,418,334
Twice	129,036
More than twice	8,971
The number of individuals who registered for but did not take the test	154,769

November 4, 1985

RFM/llp

Torres Report For Year Ended June 30, 1985

The following information is provided in compliance with Section 99153 (e)

	Scholastic Aptitude Test
Fees received from test takers in the College Board's SCHOLASTIC APTITUDE TEST	
Test Fees	$18,755,000
Transcripts, Score Reports, etc.	$ 9,471,995
	$28,226,995

The following information is provided in compliance with Section 99153 (f)

	Scholastic Aptitude Test
Expenses directly attributable to the SCHOLASTIC APTITUDE TEST	
Test development, analysis and validation	$ 1,786,913
Cost of Test Administration	13,210,946
Direct support of test administrations: publications, transcript services, essay readings, etc.	9,058,358
Summary reporting services	707,814
Program direction	398,742
	$25,162,773

	Scholastic Aptitude Test
Expenses indirectly attributable to the SCHOLASTIC APTITUDE TEST	
Support services: publications regional offices, etc.	$ 1,468,345
Associational and Administrative expense	2,043,284
Research and Development	428,332
	$ 3,939,961
Total expense directly and indirectly attributable to SCHOLASTIC APTITUDE TEST	$29,102,734

Torres Report for Year Ended June 30, 1985

Expenses identifiable as Scholastic Aptitude Tests, Achievement Tests, PSAT/NMSQT Tests and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the tests	
Support services: publications, general offices, etc.	$ 8,431,248
Associational and administrative expense	9,019,816
Research and Development	3,201,813
	$20,652,877

THE COLLEGE BOARD

Report to the California Postsecondary Education Commission Pursant to California Senate Bill No. 1758 (Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d). This data is based on all national and international test administrations during the 1984-85 testing year included in the Achievement Tests.

	Achievement Tests
The total number of times the test was taken during the testing year	302,492
The number of individuals who took the test	
Once	273,087
Twice	14,080
More than twice	410
The number of individuals who registered for but did not take the test	40,439

November 4, 1985

RFM/llp

Torres Report For Year Ended June 30, 1985

The following information is provided in compliance with Section 99153 (e)

	Achievement Tests
Fees received from test takers in the College Board's ACHIEVEMENT TESTS	
Test Fees	$ 5,436,000
Transcripts, Score Reports, etc.	1,671,529
	$ 7,107,529

The following information is provided in compliance with Section 99153 (f)

	Achievement Tests
Expenses directly attributable to the ACHIEVEMENT TESTS	
Test development, analysis and validation	$ 1,463,675
Cost of Test Administration	2,421,957
Direct support of test administrations: publications, transcript services, essay readings, etc.	1,933,428
Summary reporting services	537,939
Program Direction	70,367
	$ 6,427,366

	Achievement Tests
Expenses indirectly attributable to the ACHIEVEMENT TESTS	
Support services: publications regional offices, etc.	$ 259,119
Associational and Administrative expense	510,821
Research and Development	302,706
	$ 1,072,646
Total expense directly and indirectly attributable to ACHIEVEMENT TESTS	$ 7,500,012

Torres Report for Year Ended June 30, 1985

Expenses identifiable as Scholastic Aptitude Tests, Achievement Tests, PSAT/NMSQT Tests and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the tests	
Support services: publications, general offices, etc.	$ 8,431,248
Associational and administrative expense	9,019,816
Research and Development	3,201,813
	$20,652,877

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

1984-85 TEST DATES

ADMISSIONS TESTING PROGRAM

		Domestic Deadlines U.S. and Puerto Rico Only		Foreign Deadlines	
Test Dates	**ATP Test**	**Reg. Closes**	**Late Reg. Closes**	**Reg. Closes**	**Spec. Reg.**
Oct. 13, 1984*	SAT only*	Sept. 21	Sept. 21	Not available	
Nov. 3, 1984	SAT & ACH	Sept. 28	Oct. 10	Sept. 24	Sept. 5
Dec. 1, 1984	SAT & ACH	Oct. 26	Nov. 7	Oct. 22	Oct. 3
Jan. 26, 1985	SAT & ACH	Dec. 21	Jan. 2	Dec. 17	Nov. 28
Mar. 23, 1985	SAT only	Feb. 15	Feb. 27	Feb. 11	Jan. 23
May 4, 1985	SAT & ACH	Mar. 29	Apr. 10	Mar. 25	Mar. 6
June 1, 1985	SAT & ACH	Apr. 26	May 8	Apr. 22	Apr. 3

*SAT only in the states of California, Florida, Georgia, Illinois, North Carolina, South Carolina and Texas

PSAT/NMSQT

Saturday, October 20, 1984
Tuesday, October 23, 1984

Advanced Placement Program

May 6-10, 1985
May 13-17, 1985

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

ACT

November 6, 1985

Horace F. Crandell
Postsecondary Education Administrator
California Postsecondary Education Commission
1020 12th Street, Second Floor
Sacramento, California 95814

Dear Mr. Crandell:

In compliance with Senate Bill 1758 of the Education Code related to standardized testing, The American College Testing Program, Inc. (ACT) hereby files the prescribed information as required by the law.

(1) The beginning and ending dates of ACT's testing year are September 1, and August 31, respectively.

(2)

Total times test was taken during the testing year ended August 31, 1985	1,036,058
Individuals taking the test once	754,175
Individuals taking the test twice	120,326
Individuals taking the test more than twice	13,108
Individuals who registered but did not take the test	103,033
Total amount of fees received from test subjects	$11,884,650
Direct expense for testing program;	
Test Adm., Scoring and Reporting	$ 7,290,430
Research and Development	623,277
Secondary & Postsecondary Institutions Support Services	2,626,543
Program Administration	437,441
Total Direct Expense	$10,977,691
Indirect Expenses	$ 1,639,215

(3) ACT does not offer an admissions data assembly service.

(4) Copies of each general publication prepared for routine distribution to test subjects and test score recipients are enclosed.

(5) Research data pertaining to test scores for California and the nation are enclosed. Research reports that have not been updated since our last filing have not been repeated with this filing.

2201 North Dodge Street, P.O. Box 168
Iowa City, Iowa 52243
(319) 337-1000

(6) Copies of each general publication prepared for routine distribution to ACT participating colleges and universities are also enclosed.

This completes our filing for the 1984-85 testing year. Please let me know if additional materials are required under the law. Questions concerning the information we have filed should be referred to Ms. Joan Bissell in our Sacramento Office, telephone 916/921-2323.

Sincerely,

Marvin F. Brecht
Vice President
Business and Finance

MFB/cd

cc: Joan Bissell, AVP, Western Region

Enclosures

Items included in California Compliance Mailing 11/6/85

Exhibits A-1 through A-5	Three copies of each version of the ACT Assessment which were disclosed in the 1984-85 testing year, along with corresponding answers, and the methods used to convert raw scores into test scores reproted to test subjects and test score recipients, together with an explanation of that method.
Exhibit B	Registering for the ACT Assessment (combined East/West Regions) Contains: a. The dates of national administration of the ACT Assessment (page 1) b. The ACT Interest Inventory (page 5) c. The Student Profile Section (pages 6-10) d. Registration information (page 1) e. Score reporting information (page 1 & 2)
Exhibit C	Preparing for the ACT Assessment
Exhibit D	Using Your ACT Assessment Results
Exhibit E	ACT Assessment Student Information
Exhibit F	Content of the Tests in the ACT Assessment
Exhibit G	Using the ACT Assessment on Campus
Exhibit H	Counselor's Handbook
Exhibit I	Using ACT in Advising
Exhibit J	Reporting Services for Colleges and Universities
Exhibit K	Research and Information Services
Exhibit L	High School Profile Report for California
Exhibit M	HS Profile Report - National
Exhibit N	Trend Tables for ACT-Tested Students in California (contains racial/ethnic, sex, etc. breakdown)
Exhibit O	ACT Class Profile Report Composite Report
Exhibit P	Research Services Summary Tables (1981-82, 1982-83 or 1983-84)
Exhibit Q	College Student Profiles: Norms for the ACT Asssment
Exhibit R	Educational Opportunity Service
Exhibit S	Taking the ACT Assessment for Special Testing
Exhibit T	Important Points to Remember When Interpreting ACT Assessment Data
Exhibit U	Your College Freshmen

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

SEP 30 1985

J C Horace

REGISTERED MAIL

Mr. Patrick M. Callan, Director
California Post Secondary Education Commission
1020 12th Street
Sacramento, CA 95814

Dear Pat:

California Senate Bill 1758--the Torres Bill--requires the College Board, as a test sponsor, to file with the commission specified information. Among the tests defined in Section 99151 (c) are the Advanced Placement Tests. The enclosed information related to these tests is submitted in compliance with the requirements of Section 99154.

A booklet, being prepared especially for California students, will describe the purpose, nature and probable effects of each Advanced Placement Examination, and will contain the required statistical information on the grading of the last administration. This booklet will also contain a section with information pertaining to handicapped candidates, on-time examination grade reporting, and similar attributes related to compliance with California SB 1758. The booklet is currently in the process of being developed and will be forwarded under separate cover immediately upon publication.

Sincerely,

John Vaccaro
Director
Admission and Guidance Services

September 25, 1985

Enclosures (1) Bulletin for Students, Advanced Placement Program, May, 1985
(1) A Guide to the Advanced Placement Program, 1986
(1) Advanced Placement Course Description, Art
(1) Advanced Placement Course Description, Biology
(1) Advanced Placement Course Description, Chemistry
(1) Advanced Placement Course Description, Computer Science
(1) Advanced Placement Course Description, English
(1) Advanced Placement Course Description, French
(1) Advanced Placement Course Description, German
(1) Advanced Placement Course Description, History
(1) Advanced Placement Course Description, Latin
(1) Advanced Placement Course Description, Mathematics
(1) Advanced Placement Course Description, Music
(1) Advanced Placement Course Description, Physics
(1) Advanced Placement Course Description, Spanish

cc: Horace Crandell, CPEC Postsecondary Administrator

JV/fr

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

The College Board
Suite 480, 2099 Gateway Place
San Jose, California 95110
(408) 288-6800

Western Regional Office

Mr. Horace Crandell
Post Secondary Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Horace:

California Senate Bill 1258 -- the Torres Bill -- requires the College Board, as a test sponsor, to file with the Commission certain information specified in Section 99153. The enclosed information is for the Advanced Placement Tests as required by Section 99151.

Sincerely,

John B. Vaccaro
Director
Admissions & Guidance Services

November 11, 1985
JBV/emp

Enclosures:
(1) Section 99153 (c)
(1) Bulletin for Students APT
(1) A Guide to the Advanced Placement Program
(1) 1985 Coordinator's Manual, AP Exams. May 6-10, 13-17, 1985
(1) School Administrator's Guide to the Advanced Placement Program Edition F
(1) 1985 AP National and California Summary Reports
(1) 1984-85 Test Dates, ATP

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity.

THE COLLEGE BOARD

Report to the California Postsecondary Education Commission Pursant to California Senate Bill No. 1758 (Torres)
State of California

The following information is provided in compliance with Section 99153 (c) (d). This data is based on all national and international test administrations during the 1984-85 testing year included in the Advanced Placement Program.

	Advanced Placement Test
The total number of times the test was taken during the testing year	205,650
The number of individuals who took the test	
Once	205,650
Twice	0
More than twice	0
The number of individuals who registered for but did not take the test	N/A**

**Advanced Placement students register at time of the test administration.

November 4, 1985

RFM/llp

Torres Report for Year Ended June 30, 1985

The following information is provided in compliance with Section 99153 (e)

	ADVANCED PLACEMENT PROGRAM
Fees received from test takers in the College Board's ADVANCED PLACEMENT PROGRAM (APP)	
Test Fees	$12,661,297

The following information is provided in compliance with Section 99153 (f)

	ADVANCED PLACEMENT PROGRAM
Expenses directly attributable to the ADVANCED PLACEMENT PROGRAM	
Test development, analysis and validation	$ 48,720
Cost of Test Administration	6,087,613
Direct support of test administrations: publications, transcript services, etc.	1,812,435
Program Direction	577,129
	$ 8,525,897

	ADVANCED PLACEMENT PROGRAM
Expenses indirectly attributable to the ADVANCED PLACEMENT PROGRAM	
Support services: publications regional offices, etc.	$ 1,505,421
Associational and Administrative expense	785,984
Research and Development	315,682
	$ 2,607,087
Total expense directly and indirectly attributable to ADVANCE PLACEMENT PROGRAM	$11,132,984

Torres Report for Year Ended June 30, 1985

Expenses identifiable as Scholastic Aptitude Tests, Achievement Tests, PSAT/NMSQT Tests and Advanced Placement Tests have been allocated thereto. Joint costs have been allocated based on the Test volumes involved.

The following information is also provided in compliance with Section 99153 (f)

	Total
Total expense attributable to all activities including expenses not identifiable as attributable to the tests	
Support services: publications, general offices, etc.	$ 8,431,248
Associational and administrative expense	9,019,816
Research and Development	3,201,813
	$20,652,877

TEST OF ENGLISH AS A FOREIGN LANGUAGE
Princeton, NJ 08541, USA • Telephone: 609-921-9000 • Cable: EDUCTESTSVC

November 20, 1985

Mr. Horace F. Crandell
Postsecondary Education Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Mr. Crandell:

In accordance with Education Code, Part 65, Chapter 3, Section 99153, enclosed are the data for the Test of English as a Foreign Language (TOEFL) that must be submitted within one hundred and thirty-five days of the close of each testing year. The data are for the test year July 1, 1984 through June 30, 1985.

This is the financial information only. The technical information and samples of TOEFL publications were submitted via certified mail on October 15, 1985.

Sincerely,

Elizabeth G. Vermey

Elizabeth G. Vermey
Chairperson
TOEFL Policy Council

/gla

Enclosure

CERTIFIED MAIL

Test of Spoken English
Secondary Level English Proficiency Test
International Student Identification Service

TEST OF ENGLISH AS A FOREIGN LANGUAGE

July 1, 1984 - June 30, 1985

Report prepared for

California Postsecondary Education Commission
in compliance with
Senate Bill 1758
Education Code, Part 65, Chapter 3, Section 99153

99153 (c) ETS records prepared by the Answer Sheet Scanning Department indicate the Test of English as a Foreign Language (TOEFL) was taken 389,682 times during 1984-85. Of this total, 49,385 were answer sheets sent to ETS for scoring under its Institutional Testing Programs. It is possible additional test subjects took the TOEFL under this service and their answer sheets were scored by the testing institution. Such test subjects are not recorded by ETS.

Information on the number of times an individual has taken TOEFL during the testing year is collected on the registration form. The information is self-reported and cannot be verified by ETS. Those individuals who applied to take TOEFL during 1984-85 and provided this information are distributed as follows:

Once during 1984-85	267,238
Twice	62,898
More than twice	59,546

(d) In 1984-85, 60,211 registered for but did not take the TOEFL under the International and Special Center Testing Programs. Registration records for the Institutional Testing Programs are kept by the institutions administering the test and are not available to ETS.

(e) The total amount of fees received from test takers during 1984-85 was #12,341,932. This represents four categories of income:

a. Registration fees paid by individual test subjects.
b. Additional transcripts requested by individual test subjects.

c. Fees paid by institutions for Institutional Administration forms. Under the Institutional Testing Programs, test forms are distributed directly to the institutions. Individual test subjects for these programs are not registered directly by ETS.

d. Program publications and services ordered by examinees.

f1. Expenses directly attributable to the test (July 1, 1984 - June 30, 1985)

Program Direction	$ 1,121,054
Test Administration and Related Services- International, Special Center, US/Canada and Overseas Institutional Testing Programs	7,074,465
Service Additional Requests for Transcripts	345,493
Test Development/Production	1,409,203
Publications	1,180,940
Research	210,330
	$11,341,485

f2. Expenses indirectly attributable to the test (July 1, 1984 - June 30, 1985).

Policy Council and related activities	$140,178
General Research	124,508
Development Studies	40,042
	$304,728

TEST OF ENGLISH AS A FOREIGN LANGUAGE

Princeton, NJ 08541, USA • Telephone: 609-921-9000 • Cable: EDUCTESTSVC

October 1, 1985

California Postsecondary Education
1020 Twelfth Street
Sacramento, CA 95814

Attention: Mr. Horace F. Crandell
Postsecondary Education Administration

Dear Mr. Crandell:

In accordance with the revised Education Code, Senate Bill No. 1758, Chapter 1505, Part 65, Chapter 3, Section 99152-99159, the enclosed data and publications are submitted on behalf of the TOEFL Program. The data are for the test year July 1, 1984 - June 30, 1985.

The enclosures include the following items: (1) Program report for the Commission, (2) 3 copies of each of the test forms used at the July 13, 1984, August 4, 1984, November 17, 1984, December 7, 1984 and May 11, 1984 TOEFL Test Administration, together with a copy of the correct answer responses, and the score conversion tables for each test form, (3) Handbook for Examinees - International/Special Center Testing Programs, (4) TOEFL Bulletin of Information and Application Form - International/Special Center Testing Program, (5) Examinees Handbook and Admission Form - Institutional Testing Program, (6) Institutional Testing Program Brochure, (7) TOEFL Test and Score Manual, 1985 Edition, (8) TOEFL Request Form, (9) Appendices A and B - the location of TOEFL test centers in California, and (10) Test Security Brochures.

Sincerely,

Elizabeth G. Vermey

Elizabeth G. Vermey
Chairperson
TOEFL Policy Council

EGV/SRC/sje

Enclosures

Certified Mail # P038 999 638

Test of Spoken English
Secondary Level English Proficiency Test
International Student Identification Service

TEST OF ENGLISH AS A FOREIGN LANGUAGE
July 1, 1984 - June 30, 1985

Report prepared for the California
Postsecondary Education Commission

October 1, 1985

99153. On or before October 1 of each year, the test sponsor shall submit to the Commission all of the following data and information:

(a) Three versions of the test which were used in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

99153. (a) Enclosed are three copies of each of the test forms used at the (1) August 4, 1984, (2) November 17, 1984, and (3) May 11, 1985 International TOEFL test administrations and three copies of each of the test forms used at the (1) July 13, 1984 and (2) December 7, 1984 Special Center TOEFL test administrations. Also included are cassette recordings of the stimulus material for the listening comprehension section, the correct answers for each test form and the score conversion tables.

These test forms are equivalent to those used at each TOEFL administration, but they are no longer in use as secure tests.

99153. (b) The dates of major or national administration of each test administered by the test agency during the testing year.

(c) The total number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year.

(d) The total number of test subjects who registered for, but did not take, the test.

(e) The total amounts of fees received from test subjects by the test agency for test for that testing year.

(f) The expenses to the test sponsor of the test, as follows: (1) and (2).

(g) A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

(h) Where applicable, the national average test scores, state average test scores, the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years.

(i) For those tests used to predict academic performance ....

(j) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking each test during the testing year.

(k) If a separate fee is charged test subjects for admissions data assembly service ....

(l) The provisions of this section shall not be construed to require any test agency to submit to the Commission any reports or documents containing information relating to any reports or documents filed with the Commission pursuant to this section.

99153. (b) The dates of major or national administrations of TOEFL are as follows:

The International Testing Program which always tests on a Saturday provides testing six times a year at approximately 1,100 test centers established by ETS throughout the world. Test dates in 1984-85 were: August 4, 1984; October 27, 1984; November 17, 1984; January 12, 1985; March 9, 1985; and May 11, 1985.

The Special Center Testing Program schedules test administrations on Fridays at usually the same test centers as the International program.

The program was integrated with the International TOEFL testing program in 1979 to provide monthly testing with alternate Friday and Saturday test dates. Testing was conducted throughout the world in 1984-85 for this program on July 13, 1984., September 21, 1984, December 7, 1984, February 8, 1985, April 19, 1985, and June 7, 1985.

(c) ETS records prepared by the Answer Sheet Scanning Department indicate the Test of English as a Foreign Language (TOEFL) was taken 389,682 times during 1984-85. Of this total 49,385 were answer sheets sent to ETS for scoring under its Institutional Testing programs. It is possible additional test subjects took the TOEFL under this service and the answer sheets were scored by the testing institution. Such test subjects are not recorded at ETS.

Information on the number of times an individual has taken TOEFL during the testing year is collected on the registration form. The information is self-reported and cannot be verified by ETS. Those individuals who applied to take TOEFL during 1984-85 and who provided this information are distributed as follows:

Once during 1984-85	182,878
Twice	10,553
More than twice	196,251

(d) In 1984-85, 60,211 registered for but did not take the TOEFL under the International and Special Center testing programs. Registration records for the Institutional TOEFL Testing Program are kept by the institutions administering the test and are not available to ETS.

(e)(f) Financial report relevant to the TOEFL testing programs will be submitted to the California Postsecondary Education Commission on or before November 12, 1985 in compliance with Education Code, Paragraph 99153, (e) and (f).

(g) Each TOEFL applicant registering for the International or Special Center program receives a copy of the TOEFL Bulletin of Information and Application Form and the TOEFL Handbook for Examinees. Applicants for the Institutional Testing Program received a copy of Student Handbook and Admission Form.

Test score recipients include the examinees and universities, colleges or other agencies. The examinees receive copies of their score and a TOEFL Request Form for additional Official Score Reports. The colleges, universities and other agencies receive copies of examinees' score reports as designated by the examinee and each test score user receives a copy of the TOEFL Test and Score Manual. Copies of above publications are enclosed.

(h) National average and state average test scores are not available for the TOEFL test, however, information on the standard error of measurement and other statistical characteristics of the test may be found on pages 25-31 in the TOEFL Test and Score Manual.

(i) Not applicable. TOEFL is not used to predict academic performance.

(j) Statistical data by ethnic background is not available. Tables 7 and 8 on page 22 of the Test and Score Manual provides means and standard deviations of test scores by sex.

(k) TOEFL does not offer admissions data assembly service.

(l) None of the statistical data is individually identifiable.

99154. (a) Within 90 days of the close of each testing year, the test sponsor shall file with the Commission standard technical data sufficient to describe the psychometric quality of the test.

For purposes of compliance with this section, it is sufficient to deposit with the Commission information conforming to the guidelines specified in the Standards for Educational and Psychological Tests of the American Psychological Association, which were in effect 180 days prior to the testing year, and which are appropriate to the particular test and its uses.

(b) Data, reports or other documents submitted pursuant to this chapter shall be accompanied by a description of the test, including, but not limited to, the title, purpose or purposes of the test, and when and where the test was administered in the state.

(c) Data, reports or other documents submitted pursuant to this chapter shall not contain information in a form identifiable with individuals or particular postsecondary educational institutions.

99153. (a) The requested information appears in the enclosed TOEFL Test and Score Manual, pp. 20-31.

(b) A description of the test appears in the TOEFL Test and Score Manual, pp. 7-8. A description of the test and its purpose is also provided each applicant in the 1984-85 Bulletin of Information on page 3, and in the Handbook for Examinees on page 24-31.

Lists of the location and dates of all TOEFL test administrations within within the state of California during test year 1984-85 are attached. The lists for the International and Special Center test programs are marked "Appendix A." The test sites and test dates for the Institutional testing program are marked "Appendix B."

(c) None of this data is individually identifiable--either by examinee or by institution.

99155. Test subjects who, because of religion, are unable to participate in regular test administrations will be accommodated by establishing not fewer than one non-Saturday test administration during entry testing year.

99155. TOEFL is offered under the Special Center testing program six times a year, on Friday test dates, in those months in which International testing program administrations are not held. As in the International testing program, a new form of the test is given at each Special Center administration.

99156. A test agency shall prepare a clear, easily understandable written description of each standardized test it administers. A copy of the appropriate description shall be provided to the test subject or the test score recipient together with the test registration forms and related documents, prior to the administration of the test or coinciding with the initial reporting of a test score. The description shall include all of the following information:

(a) The purposes for which the test is constructed and intended to be used.

(b) For those tests used to predict performance, the subject matter included on these tests and the knowledge and skills which the test purports to measure.

(c) Statements designed to provide information for interpreting the test scores, including the explanations of the test, the standard error of measurement, and the correlation between test score and performance.

(d) Statements concerning the effects and uses of test scores, including the following:

(1) If the test score is used by itself or with other information to predict future grade point average, a summary of existing data on the extent to which the use of this test score will improve the accuracy of predicting future grade point average, over and above all other information used.

(2) a summary of existing data on the extent to which the improvement in test scores results from test preparation courses.

(e) A description of the form in which test scores will be reported, and whether the raw test scores will be altered in any way before being reported to the test subject.

(f) A complete description of any promises or covenants which the test agency makes to the test subject with regard to any of the following matters:

(1) The accuracy of scoring.

(2) The time period within which the test subject's score will be reported to the test subject and to the test score recipients.

(3) The privacy of information relating to the test subject, including his or her test scores.

(g) The property interest in the test score held by the test subject, if any.

(h) The period of time the test agency will retain the test score, and the test agency's policies regarding the storage, disposal, and future use of test scores.

(i) A description of all special services which will be provided at the location of the test administration to accommodate handicapped or disabled test subjects.

(j) The policies and procedures of the test agency when there is a delay in reporting the test scores pursuant to Section 99160.

(k) A representative set of sample test items.

(l) The fees to be charged by the test sponsor for various services made available to the test subject.

(m) Each test agency shall comply with the requirements of this section beginning with the start of its testing year which begins after January 1, 1985.

99156. (a) For International or Special Center TOEFL test takers the required information appears on page 3 of the 1984-85 Bulletin of Information and Application Form, under the heading "General Information," on pp. 23-24 of the Handbook for Examinees, under the heading "Preparing for and Taking the Test," and on page 3 of the Institutional test program's Examinee Handbook and Administration Form.

For universities, colleges, and other institutions designated as TOEFL score recipients the required information appears on pp. 7-8 of the TOEFL Test and Score Manual.

(b) Not applicable. TOEFL does not predict performance.

(c) Required information appears on page 11 of the TOEFL Test and Score Manual under the heading "TOEFL Scores," and on pp. 20-23 of the Handbook for Examinees under the heading "Test Results."

(d) (1) Required information appears on pp. 14-18 of the TOEFL Test and Score Manual under heading "Using TOEFL Scores," however, TOEFL is not used to predict grade point average.

(2) Required information appears on pp. 24-25 in the Handbook for Examinees, under the heading "Preparing for and Taking the Test," and on page 7 of the Examinee Handbook for the Institutional testing program test takers.

(e) Required information on scoring procedures appears on pp. 20-23 of the Handbook for Examinees and on pp. 17-19 of the Institutional Examinee Handbook.

(f) (1) Information on Quality Controls appears on page 18 of the Handbook for Examinees and on page 6 of the Institutional test program's Examinee Handbook.

(2) Required information regarding the time period for reporting scores is found on pp. 11-12 of the Bulletin of Information and Application Form, on page 20 of Handbook for Examinees, on page 16 of the Institutional program's Examinee Handbook and under the section of the Institutional Testing Program brochure titled "Summary of Institutional Testing Program Policies."

(3) Required information appears on page 10 of the TOEFL Test and Score Manual under the heading "Confidentiality of Information," in the Handbook for Examinees under the heading "Test Results," and in the Institutional Testing Program brochure under the heading "ETS Policy about Release of Individual Score Information."

(g) Required information appears in the Handbook for Examinees on page 21, and in the Examinee Handbook on page 16.

(h) Required information appears in the Handbook for Examinees on page 21 under heading "Test Score Data."

(i) Required information appears in the Bulletin of Information on page 14.

(j) Required information filed under Paragraph 91160.

(k) Representative sample items appear in the Handbook for Examinees, pp. 24-30, under the heading "Practice Questions," and in the Examinee Handbook, pp. 10-16.

In addition, during 1984-85 TOEFL examinees and others had access to other test forms and related materials via the following program services:

a. TOEFL Sample Test (equal to one-half the length of a TOEFL test form). Available to anyone at $3 per copy.

b. Test materials from selected administrations. These include a copy of the test book and the cassette, the correct answers to the questions and a copy of the examinee's answer sheet with the raw scores marked. (Available to TOEFL examinees only who took the July, August, November and December 1984 and May 1985 administrations.)

c. Understanding TOEFL: Test Kit 1. A complete test form with cassette for Section 1, an answer sheet, and a workbook providing an explanation for each question and set of answers. Available to applicants for $11 with the test fee or $13 on a separate order.

d. Listening to TOEFL: Test Kit 2. Test Kit 2 focuses on Section 1, the listening comprehension section of the test. It contains a workbook and three cassette recordings. Test Kit 2 also contains two complete TOEFL tests, answer sheets and lists of the correct answers for all of the questions. Available to applicants for $13 with the test fee.

99157. This section does not apply to the Test of English as a Foreign Language.

99158. If the test agency will be delayed in reporting a test subject's score for a time period amounting to 10 calendar days beyond the period specified in paragraph (2) of subdivision (f) of Section 99156, the test agency shall notify the test subject immediately. The notice shall indicate the reasons for delay, including, but not limited to, incorrect, incomplete, or inconsistent personal identifying information furnished by a test subject.

99158. The TOEFL Handbook for Examinees, page 20, states that "test results will be sent ... about three weeks after you take the test. Under no circumstances can they be sent any earlier. (Test results will be sent out two or three weeks later for examinees whose answer sheets arrive late at the TOEFL office or whose answer sheets are not completed properly.)

99159. The test agency shall establish a formal panel composed of test agency officials to review and decide cases of suspected test score....

ETS Test Security office provides for a formal panel composed of test agency officials and senior measurement staff who review and decide cases of suspected test score inauthenticity or irregularities. Brochures explaining the ETS test security procedures are sent to examinees whose scores are questioned (Samples included with report).

99160. (a) Whenever a test agency is presented with information which renders the test subject's test score suspect, whether that information is in the form of allegations callusion or cheating, or irregular test administration, or irregular statistical data, or any other form. The test agency shall submit the information to the review panel. The panel shall be responsible for reviewing the information and determining if an investigation is warranted.

Information for examinees about the policy of cancelling TOEFL test scores is provided on pages 12-13 of the 1984-85 Bulletin of Information, and on page 21 of the Handbook for Examinees. If the test score is referred to the ETS Test Security office for validation and review by the formal panel, a letter and Test Security office brochure is sent to the examinee. Every opportunity is provided to the examinee to prepare a rebuttal.

99161. (a) No test agency shall release or disclose any test score identifiable with any individual test suject, in any form whatsoever, to any test score recipient, unless the agency is specifically authorized by the test subject to release that test score to the recipient.

TOEFL Test and Score Manual describes to test score users the policy regarding Confidentiality of Information.(see page 10). Pages 20-21 of the Handbook for Examinees describes for the TOEFL examinees the TOEFL policy regarding examinee score data.

Graduate Record Examinations Board
PRINCETON, NEW JERSEY 08541 ● AREA CODE 609 734-1105

IN AFFILIATION WITH
The Association of Graduate Schools
The Council of Graduate Schools

November 7, 1985

Mr. Horace F. Crandall
1020 Twelfth Street
California Postsecondary Education
Sacramento, CA 95814

Dear Mr. Crandall:

Forwarded herewith pursuant to the revised California Education Code, Senate Bill No. 1758, Chapter 1505, Part 65 Chapter 3, Sections 99152-9959 is information concerning administrations of the Graduate Record Examinations during the 1984-85 testing year which ended on September 30, 1985.

Three copies of each of the following 1984-85 publications are enclosed:

GRE Information Bulletin 1984-85
Guide to the Use of the Graduate Record Examinations Program 1984-85
What Your Scores Mean 1984-85
GRE General Test, Edition 85-1
GRE General Test, Edition 85-2
GRE General Test, Edition 85-3
GRE Technical Manual
General Test, Test Analysis Forms 3FGR3, 3FGR2, 3GGR2
GRE/MGSLS Publications List and Order Form
Order Form for the 1984-85 Information Bulletin

Also enclosed are:

Report of Students who have repeated the General Test once, twice, or more than twice

Summary of the Graduate Record Examinations Validity Study Service, June 1983

The Graduate Record Examinations Board has delegated to Educational Testing Service, Princeton, NJ 08541, the specific duty of publication and distribution of copies of these materials.

Sincerely yours,

Clarence L. Ver Steeg

Clarence L. Ver Steeg
Chairman, GRE Board

CLV/jeg

cc: Mr. Robert A. Altman, Educational Testing Service
Mr. Patrick M. Callan, Director
Mr. Charles W. Daves, Educational Testing Service
Mr. Stanford Von Mayrhauser, Educational Testing Service

Graduate Record Examinations Program

October 1, 1984 - September 30, 1985

Report prepared for the California
Postsecondary Education Commission

November 1985

GRADUATE RECORD EXAMINATIONS

October 1, 1984 - September 30, 1985

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99153

99153. On or before November 15 of each year, the test sponsor shall submit to the Commission all of the following data and information:

(a) Three copies of each version of the test which was disclosed in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

(a) Attached to this report are three versions of the GRE General Test which were used in the 1984-85 testing year, an answer key for each and explanation of the scoring of these tests. Also attached are copies of the test analysis reports for these test forms (3FGR3, 3FGR2, 3GGR2) (The 1984-85 testing year extended from October 1, 1984 through September 30, 1985.)

99153. (b) The dates of major or national administration of each test administered by the test agency during the testing year.

(b) Dates of the major administrations for the Graduate Record Examinations are included in the calendar on the back cover of the GRE 1984-85 Information Bulletin and the Guide to the Use of the Graduate Record Examinations Program 1984-85. (Three copies are enclosed.)

99153. (c) The total number of test subjects who have taken the test once, who have taken it twice, and who have taken it more than twice during the testing year.

(c) The number of examinees who have taken the GRE tests once, twice, or more than twice is attached as a separate report.

99153. (d) The total number of test subjects who registered for, but did not take, the test.

(d) **The total number of registrants for major GRE administrations of all General and Subject Tests in 1984-85 was 305,074. Of these registrants, 44,783 did not take the tests.**

In California, there were 27,646 registrants for all GRE General and Subject Tests. Of these, 3,265 did not take the tests.

99153. (e) The total amounts of fees received from test subjects by the test agency for the test for that testing year.

(e) **Total fees received from test subjects (test takers) for the Graduate Record Examinations for 1984-85 equalled $16,435,247. No record is available of the amount received from California test takers only; nor are records available for receipts by test title. The amount received represents four categories of income, as follows:**

1. **Registration fees paid by individual test subjects.**
2. **Additional transcripts requested by individual test subjects.**
3. **Fees paid by institutions for institutional services.**
4. **Program publications and services ordered by examinees.**

99153. (f) The expenses to the test sponsor of the test, as follows: (1) the expenses which are directly attributable to the test and (2) those expenses which are indirectly attributable to the test.

(f) (1.) **Expenses directly attributable to the test and**

(2.) **Expenses indirectly attributable to the test required by this section are as follows:**

Income

Fees from Test Takers for GRE Tests	$14,962,405
Fees for Priced Publications	902,467
Fees for Institutional Services	570,375
Total	$16,435,247

	General	Subject
Expenses Directly Attributable	$9,855,154	$3,896,742
Test Administration	5,945,243	1,981,748
Program Direction	1,314,200	438,066
Test Development	938,424	924,499
Research	484,411	161,470
Publications	1,172,876	390,959
Expenses Indirectly Attributable	$159,395	$53,132
Special Services	26,202	8,734
GRE Board and Committees	133,193	44,398

Expenses Not Attributable	$320,437
Graduate Program Self-Assessment	108,724
CGS/GRE Survey	7,942
Graduate Programs & Admissions Manual	12,697
Minority Graduate Student Locator Service	135,682
GRE/CGS Forums	55,360
Graduate School Foreign Lanugage Tests	32

99153. (g) A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

(g) (1.) Attached to this report are three copies of each document, pamphlet, and literature provided to each test taker. These are:

GRE Information Bulletin 1984-85

What Your Scores Mean 1984-85

A sample Report of Scores (found on page 50 of the Guide)

(g) (2.) Three copies of each document, pamphlet, and literature provided to each test score recipient are attached to this report. These are:

Guide to the Use of the Graduate Record Examinations Program

GRE 1984-85 Information Bulletin

GRE/MGSLS Publications List and Order Form

Order Form for the 1984-85 Information Bulletin Gradate Record Examinations and Minority Graduate Student Locater Service

Samples of score reporting forms located on pages 50-53 of the Guide

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99153. (h) Where applicable, the national average test scores, state average test scores, the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years.

(h) GRE average scores are for the test-taking population reported on page 17 of the Guide to the Use of the Graduate Record Examinations Program 1984-85. The standard error of measurement for individual scores and score differences are reported on page 33. The results of all administrations of all forms or editions of a given test are reported on the same scale. National and state average test scores are neither gathered nor reported.

99153. (i) For those tests used to predict academic performance, the most recent national or regional aggregation of data concerning the predictive validity of all of the following:

(1) Academic record or grades alone.
(2) Standardized test score alone.
(3) Academic record and test score combined.
(4) Standardized test scores over and above the predictive validity of academic record alone.

(i) (1-4) A copy of the 1981-82 Summary Report of the Graduate Record Examinations Validity Study Service is attached to this report.

99153. (j) Using available data, the racial, ethnic, and sex breakdown of all test subjects taking each test during the testing year.

(j) Racial and ethnic information is self-reported by test takers and is not always provided to the GRE Program. Available ethnic data for GRE test takers are reported in the Guide to the Use of the Graduate Record Examinations Program 1984-85, Tables 6 and 7, pages 26-27. Information about the sex of test takers is not collected.

99153. (k) If a separate fee is charged test subjects for admissions data assembly service, the test sponsor shall report information concerning the data assembly service in substantially the same form as would be required for a test under this section.

(k) There is no fee charged for the GRE Validity Study Service.

99153. (l) This section shall not be construed to require any test agency to submit to the commission any reports or documents containing information relating to any individual test subject. Any information relating to any individual test subject. Any information relating to any individual test shall be deleted or obliterated from any reports or documents filed with the commission pursuant to this section.

(l) Information submitted in compliance with this section does not include information identifiable with any individual or institution.

GRADUATE RECORD EXAMINATIONS

October 1, 1984 - September 30, 1985

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99154

99154. (a) Within 90 days of the close of each testing year, the test sponsor shall file with the Commission standard technical data sufficient to describe the psychometric quality of the test.

For purposes of compliance with this section, it is sufficient to deposit with the Commission information conforming to the guidelines specified in the Standards for Educational and Psychological Tests of the American Psychological Association, which were in effect 180 days prior to the testing year, and which are appropriate to the particular test and its uses.

(a) Technical data describing the psychometric quality of the tests are included in the Guide to the Use of the GRE Program and the GRE Technical Manual. (Three copies of each are enclosed.)

99154. (b) Data, reports or other documents submitted pursuant to this chapter shall be accompanied by a description of the test, including, but not limited to, the title, purpose or purposes of the test, and when and where the test was administered in the state.

(b) A description of the purposes of the tests and when and where they are administered in California is included in the GRE Information Bulletin. (Three copies are enclosed.)

99154. (c) Data, reports or other documents submitted pursuant to this chapter shall not contain information in a form identifiable with individuals or particular postsecondary educational institutions.

(c) Information submitted with this section does not include data identifiable with any individual or institution.

GRADUATE RECORD EXAMINATIONS

October 1, 1984 - September 30, 1985

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99156

99156. A test agency shall prepare a clear, easily understandable written description of each standardized test it administers. A copy of the appropriate description shall be provided to the test subject or the test score recipient together with the test registration forms and related documents, prior to the administration of the test or coinciding with the initial reporting of a test score. The description shall include all of the following information:

(a) The purposes for which the test is constructed and intended to be used.

(a) The purposes for which the test are constructed are described on page 5 of the GRE Information Bulletin.

99156. (b) For those tests used to predict performance, the subject matter included on these tests and the knowledge and skills which the test purports to measure.

(b) The subject matter of and knowledge and skills measured by the GRE General Test is described on page 5 of the GRE Information Bulletin.

99156. (c) Statements designed to provide information for interpreting the test scores, including the explanations of the test, the standard error of measurement, and the correlation between test score and performance.

(c) For information to assist students in interpreting test scores, see the GRE Information Bulletin, pp.24-27 and the student score leaflet, What Your Scores Mean 1984-85.

99156. (d) Statements concerning the effects and uses of test scores, including the following:

(1) If the test score is used by itself or with other information to predict future grade point average, a summary of existing data on the extent to which the use of this test score will improve the accuracy of predicting future grade point average, over and above all other information used.

(d) (1) Three copies of the 1981-82 _Summary Report of the Graduate Record Examinations Validity Study Service_ are attached to this report.

(2) A summary of existing data on the extent to which the improvement in test scores results from test preparation courses.

(2) Three copies of GRE Board Report 81-3R, _Effects of Coaching on GRE Aptitude Test Scores are attached_.

99156. (e) A description of the form in which test scores will be reported, and whether the raw test scores will be altered in any way before being reported to the test subject.

(e) For the form in which test scores will be reported see the GRE _Information Bulletin,_ p. 25-26.

99156. (f) A complete description of any promises or covenants which the test agency makes to the test subject with regard to any of the following matters:

(1) The accuracy of scoring.

(1) For a description of the accuracy of scoring, see GRE _Information Bulletin_ p. 21.

(2) The time period within which the test subject's score will be reported to the test subject and to the test score recipients.

(2) For the time period within which scores will be reported, see GRE _Information Bulletin_ p. 24.

(3) The privacy of information relating to the test subject, including his or her test scores.

(3) For information about the privacy of information, see GRE _Information Bulletin_, p. 25-26.

99156. (g) The property interest in the test score held by the test subject, if any.

(g) For information about property interest, see GRE Information Bulletin, p. 25-26.

99156. (h) The period of time the test agency will retain the test score, and the test agency's policies regarding the storage, disposal, and future use of test scores.

(h) For the retention of scores and use of scores, see GRE Information Bulletin, p. 25

99156. (i) A description of all special services which will be provided at the location of the test administration to accommodate handicapped or disabled test subjects.

(i) For a description of handicapped services, see GRE Information Bulletin, pp.5,9,10,20

99156. (j) The policies and procedures of the test agency when there is a delay in reporting the test scores pursuant to Section 91160.

(j) For the policies concerning delay in scores, see GRE Information Bulletin, p. 24.

99156. (k) A representative set of sample test items.

(k) For a sample General Test and sample questions, see pages 29-72, GRE Information Bulletin.

99156. (l) The fees to be charged by the test sponsor for various services made available to the test subject.

(l) For test fees, see GRE *Information Bulletin*, pp. 14 and 20.

99156. (m) Each test agency shall comply with the requirements of this section beginning with the start of its testing year which begins after January 1, 1985.

(m) The testing year beginning after January 1, 1985 began October 1, 1985 and extends through September 30, 1986.

GRADUATE RECORD EXAMINATIONS

October 1, 1984 - September 30, 1985

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99157 & 99158

99157. This section does not apply to the Graduate Record Examinations Program.

99158. (a) If the test agency will be delayed in reporting a test subject's score for a time period amounting ot 10 calendar days beyond the period specified in paragraph (2) of subdivision (f) of Section 99156, the test agency shall notify the test subject immediately. The notice shall indicate the reasons for delay, including, but not limited to, incorrect, incomplete, or inconsistent personal identifying information furnished by a test subject.

> **(a) The procedure for notifying test subjects and score users of any delay in submitting scores is described on page 24 of the 1984-85 GRE Information Bulletin. In keeping with this requirement, an expanded explanation of the late reporting policy is included on page 25 of the 1985-86 GRE Information Bulletin.**

GRADUATE RECORD EXAMINATIONS

October 1, 1984 - September 30, 1985

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99161

99159. (a) through (d) Whenever a test agency is presented with information which renders the test subject's score suspect. . . .

> **(a) through (d) Test takers, their parents, and others who advise them are entitled to know why certain scores have been questioned and the procedures used by Educational Testing Service (ETS) to verify or invalidate such scores. Three copies of a pamphlet intended to provide information to test takers about why their scores have been questioned,** **Procedures for Questioned Scores,** **are attached.**

GRADUATE RECORD EXAMINATIONS

October 1, 1984 - September 30, 1985

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99160

99160 (a) Whenever the test agency determines that substantial evidence exists to support cancellation or invalidation of a test score, the test agency shall provide the test subject with a choice of the following options:

(1) A cancellation of the test scores in question, with full refund of all test feed.

(2) Opportunity to take the test again privately and without charge.

(3) Opportunity to seek judicial review of the matter.

(a) Information for test takers concerning the procedures used in cancelling questioned scores is found on pages 24-25 of the GRE Information Bulletin and in the pamphlet, Procedures for Questioned Scores.

(b) The test subject shall have 30 days following receipt of the notice by registered mail to respond to the notice of inauthenticity.

(b) ETS allows a minimum of 30 days for a test subject to respond following receipt of a registered mail notice of inauthenticity.

99160. (c) If the test subject responds to the notice of inauthenticity or irregularity of test scores sent by the test agency within the time period specified by subdivision (b), the test agency shall review the contents of the response and comply . . . . . .

> **(1) through (3) The procedures for each of these requirements are described on pp. 24-25 of the GRE *Information Bulletin* and in the ETS pamphlet, *Procedures for Questioned Scores.***

99160. (d) The test agency shall not release confidential information to any authorized test score recipients regarding a test subject under pending investigation, unless authorized to do so by the test subject.

> **(d) Reviews of questionable scores by ETS are confidential; ETS does not release information about a questioned score to anyone unless authorized to do so by the test subject.**

99160 (e) The test agency shall immediately release the test score to the test subject and the test score recipients where no substantial evidence exists to render the inauthenticity or irregularity of the test score.

> **(e) GRE scores are not held pending an investigation; any such action required is taken only after review of the questioned scores is completed.**

GRADUATE RECORD EXAMINATIONS

October 1, 1984 - September 30, 1985

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99161

99161. (a) No test agency shall release or disclose any test score identifiable with any individual test subject, in any form whatsoever, to any test score recipient, unless the agency is specifically authorized by the test subject to release that test score to the recipient. A test agency may, however, release all scores received by a test subject on a test to anyone designated by the test subject to receive the test score.

> **(a) The confidentiality of GRE scores is described for GRE score users on page 10 of the _Guide to the Use of the GRE Program._ Pages 24-27 of the GRE _Information Bulletin_ provide test takers with information about GRE scores.**

DEC 31 1985

Graduate Record Examinations Board
PRINCETON, NEW JERSEY 08541 ● AREA CODE 609 734-1105

IN AFFILIATION WITH
The Association of Graduate Schools
The Council of Graduate Schools

December 30, 1985

Mr. Patrick Callan
Director
California Postsecondary
Education Commission
1020 Twelfth Street
Sacramento, California 95814

Dear Mr. Callan:

Attached is information from the Graduate Record Examinations Board as required by Section 99154 of the Education Code, Part 65, Chapter 3 (SB 2005, Dunlap) for the 1983-84 testing year.

Sincerely yours,

Clarence L. Ver Steeg

Clarence L. Ver Steeg
Chairman, Graduate Record
Examinations Board

CLVS/jeg

Attachment

cc: Mr. Charles W. Daves, Educational Testing Service
Mr. Robert A. Altman, Educational Testing Service
Mr. Stanford Von Myerhauser, Educational Testing Service

GRADUATE RECORD EXAMINATIONS

October 1, 1983 - September 30, 1984

Report prepared for
California Postsecondary Education Commission
in compliance with
Part 65 of the Education Code, Chapter 3, Section 99154
(SB 2005, Dunlap)

(A) (1) The General (Aptitude) Test was taken approximately 234,580 times during 1983-84. The Subject (Advanced) Tests were taken approximately 69,773 during 1983-84.

(2) During 1983-84 about 250,786 individuals took the GRE General (Aptitude) Test only once, about 6,704 took it twice, and about 326 took it more than twice.

(3) Approximately 46,047 students registered for, but did not take, GRE tests in 1983-84.

(4) Income

Fees from test-takers for GRE tests	$14,416,332
Fees for priced publications	867,606
Fees for institutional services	331,031
	$15,614,969

(5) Expenses

		General	Subject
(A)	Expenses Directly Attributable	$8,904,832	$3,478,198
	Test Administration	$5,513,773	$1,837,885
	Program Direction	1,019,924	339,975
	Test Development	860,968	796,949
	Research	558,170	186,057
	Publications	951,997	317,332
(B)	Expenses Indirectly Attributable	$ 110,810	$ 36,937
	Special Services	$ 21,710	7,237
	GRE Board and Committees	89,100	29,700

(C) Expenses Not Attributable	$507,992
Graduate Program Self-Assessment	$ 51,551
CGS/GRE Survey	12,453
Directory of Graduate Programs	237,122
Minority Graduate Student Locater Service	135,936
GRE/CGS Forums	44,257
Graduate School Foreign Language Tests	10,673
GREB/CGS Conference	16,000

Notes for financial data:

(1) Expenses have been allocated to the GRE General and GRE Subject Tests according to the approximate ratio of tests administered, except for test development expenditures which are explicitly associated with the General Test and the Subject Tests.

(2) Expense categories include the following types of expenses:

Test Administration-

test book printing, mailing, scoring, score reporting, honoraria for supervisors, handicapped testing, validity studies, special administrations

Program Directions-

policy implementation, program management, budget planning and preparation, publication preparation

Test Development-

meetings of test committees, writing and pretesting of questions, editing, equating of tests, placing tests on GRE scale

Research-

studies of current tests and possible modifications, graduate admissions processes, new test formats, psychometric properties of GRE tests

Publications-

information booklets for test-takers, score users, descriptive booklets for tests

Special Services-

reports on test-takers, fee waiver

GRE Board and Committees-

policy development, program review, new services, research review and approval, budget review

DATA ON REPEATERS FOR TORRES LAW (CALIFORNIA)

EXAMINEES TESTED BETWEEN OCTOBER 1, 1984 AND SEPTEMBER 30, 1985

Report of Students who Have
Repeated the General Test

99153 (c)

TEST NAME	ONCE	TWICE	MORE THAN TWO
GENERAL	256,283	7,249	382
BIOLOGY	11,949	321	18
CHEMISTRY	4,492	145	8
COMPUTER SCIENCE	5,080	176	10
ECONOMICS	2,880	121	9
EDUCATION	3,940	21	1
ENGINEERING	8,150	215	12
FRENCH	363	0	0
GEOLOGY	2,719	115	9
HISTORY	2,199	18	1
LITERATURE	5,108	101	6
MATHEMATICS	3,857	115	3
MUSIC	1,747	13	0
PHYSICS	3,328	254	9
POLITICAL SCIENCE	2,045	30	0
PSYCHOLOGY	13,385	308	13
SOCIOLOGY	1,098	25	2
SPANISH	464	0	0

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GMAC
Graduate
Management
Admission
Council

[illegible]

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November 11, 1985

Mr. Horace Crandell
California Post-Secondary
Education Commission
1020 12th Street
Sacramento, California 95814

Dear Mr. Crandell:

On behalf of the Graduate Management Admission Council, the sponsor of the Graduate Management Admission Test, I am pleased to submit the information required under Chapter 1505 of the laws of the state of California; Chapter 3, Part 65 of the Education Code, Sections 99150-99164.

Respectfully,

WBroesamle
William Broesamle
President

WB/bme

Enclosures:
1) October 1984, January 1985, March 1985 and June 1985 GMATs and Answer Keys (3 copies each)
2) GMAT TECHNICAL MANUAL
3) GMAT 1984-85 BULLETIN OF INFORMATION
4) GMAT CANDIDATE SCORE INTERPRETATION GUIDE
5) GUIDE TO THE USE OF GMAT SCORES
6) PROCEDURES FOR QUESTIONED SCORES

Reply to:
Los Angeles ___
Princeton ___

Graduate Management Admission Council

99153
(a)(b) Enclosed are three (3) copies each of the actual Graduate Management Admission Tests administered on the regular national administration dates:

October 20, 1984
January 26, 1985
March 16, 1985
June 15, 1985

Also included are scoring keys and explanatory materials.

(c) During 1984-85, 193,343 individuals took the GMAT. The numbers of individuals who took it once, twice and more than twice during the year are not available.

(d) During 1984-85, 36,036 individuals registered for but did not take the GMAT.

Section 99153 - Financial information. Definitions are provided on the following page.

(e) Total amount of fees received from test takers:

1. GMAT Testing Program	$8,206,300
2. Guides to GMAT/MBA	574,700
3. MBA Admission Forums	36,200
Total income from test takers	$8,817,200

(f)(1) Expenses directly attributable to the testing program:

4. GMAT Test Administration	$5,536,200
5. GMAT Test Development	758,300
6. GMAT Validity Studies, Test Research and Statistical Reporting	168,600
Total expenses directly attributable to the testing program	$6,463,100

(f)(2) Expenses indirectly attributable to the testing program:

7. Institutional Programs and Council Administration	$1,383,800
8. Guides to GMAT/MBA	775,000
9. MBA Admission Forums	187,500
Total expenses indirectly attributable to the testing program	$2,346,300
Total Council Expenses	$8,809,400

Definitions of the financial information reported by the Graduate Management Admission Council pursuant to Section 99153.

Line 1	Fees received from test takers for the testing program include fees for the test registration and basic score reporting service. Additional score reports may be purchased by candidates for an additional fee. Other service fees are for late registrations, supplementary test centers, foreign test center surcharges, test center changes, test disclosure materials, and hand rescoring services.
Lines 2 and 8	Revenue and expense for the GUIDE TO MBA and the GUIDE TO GMAT is from sale and production of these two publications, respectively. The GUIDE TO MBA includes a section about graduate study in management, careers, and descriptions of more than 500 different MBA programs. The GUIDE TO GMAT contains three complete Graduate Management Admission Tests, with correct answers and explanations provided and a math review section.
Lines 3 and 9	Revenues from the MBA Admission Forums are received from students who attend these events, which gather representatives from the admissions offices of over 60 graduate schools of management in a single location to facilitate the exchange of information with prospective applicants and to provide an opportunity for students to ask questions about the GMAT. Expenses are incurred for planning and operating these programs.
Line 4	Expenses incurred for test administration include all expenses of test registration, test center administration, test related publications and mailings including test disclosure materials, computer scoring and reporting, statistical analysis, clerical responses to inquiries, and quality assurance.
Line 5	Expenses for test development in 1984-85 include all expenses incurred for item writing, pretesting, and compilation of test forms, as well as statistical analysis for new test development. These are not the costs of the complete development of any one or more test forms, as the lead time to develop a test form is often 24 months. The test development costs incurred in any single year are for various phases of the development of several different forms.
Line 6	Expenses are incurred for research concerning various aspects of the GMAT, development, storage, and reporting of technical data and candidate information about the test, and research on the validity of the test performed for individual management schools.
Line 7	Expenses included in this line are incurred for development and operation of admissions services which are broader than those projects included in #6 above. This item also includes expenses for the operations of the Graduate Management Admission Council which are necessary for it to maintain its active role in graduate management education, and responsibility for policy and direction of the testing program.

(g) Enclosed are copies of the GMAT BULLETIN OF INFORMATION, GMAT CANDIDATE SCORE INTERPRETATION GUIDE, and THE GUIDE TO THE USE OF GMAT SCORES.

(h) The mean GMAT scaled score appears in Table 2 of the CANDIDATE SCORE INTERPRETATION GUIDE. The standard error of measurement for the GMAT total score for recent forms is about 30; this information also appears with an explanation in the CANDIDATE GUIDE.

(i)(1)(2)(3)(4) The required information appears in the publication GMAT CANDIDATE SCORE INTERPRETATION GUIDE, distributed to all test subjects with their score report. It also appears on page 11 of THE GUIDE TO THE USE OF GMAT SCORES, distributed to all institutional score recipients.

(j) This information is not available for the 1984-85 testing year.

(k) This section is not applicable

(l) None of these data are individually identifiable.

99154

(a) A copy of the GMAT TECHNICAL MANUAL containing the required data is enclosed.

(b) A description of the test including title and purpose of the test, is contained in the GMAT 1984-85 BULLETIN OF INFORMATION for candidates, page 3. Schedules of locations and dates of test administrations appear on pages 27 and 40 respectively, of the BULLETIN.

(c) None of these data are individually identifiable.

99156

(a) This information is contained in the BULLETIN on pages 3 and 15.

(b) This information appears on page 3 of the BULLETIN.

(c) The CANDIDATE SCORE INTERPRETATION GUIDE contains this information.

(d)(1) This information is contained in the GMAT CANDIDATE SCORE INTERPRETATION GUIDE and in THE GUIDE TO THE USE OF GMAT SCORES on page 11.

(2) The Graduate Management Admission Council is not aware of any existing data on this subject. This is stated in the BULLETIN on page 12.

(e) This description appears on pages 13 and 14 of the BULLETIN.

(f)(1)(2)(3) These descriptions appear on page 14 of the BULLETIN.

(g) This is described on page 14 of the BULLETIN

(h) This is described on page 14 of the BULLETIN

(i) Special services provided for handicapped or disabled test subjects are explained on pages 10 and 11 of the BULLETIN.

(j) The publication ETS PROCEDURES FOR QUESTIONED SCORES, explains the policies and procedures.

(k) A representative set of sample test items appear on pages 17, 18, 19 and 23 of the BULLETIN.

(l) Fees for various services are listed on the back cover of the BULLETIN.

99157
(a)(b) Test disclosure services are described on page 13 of the BULLETIN.
(c)(d)
(e)(f)

99158 Such a policy is in effect for the GMAT program.

99159
(a)(b) The procedures followed are described in ETS PROCEDURES FOR QUESTIONED
(c)(d) SCORES.
and
99160
(a)(b)
(c)(d)
(e)(f)
(g)

99161 The GMAC policy in this regard is articulated on page 14 of the BULLETIN.

NW/bme
11/11/85
10-15

Harcourt Brace Jovanovich, Inc.

555 ACADEMIC COURT SAN ANTONIO, TEXAS 78204-0952 TELEPHONE: (512) 299-1061

KATHLEEN A. BURSLEY
COUNSEL

November 15, 1985

VIA FEDERAL EXPRESS

Mr. Horace Crandell
California Postsecondary Education
Commission
1020 Twelfth Street
Sacramento, CA 95814

RE: Filings required by California Education Code

Dear Mr. Crandell:

Enclosed with respect to the Miller Analogies Test (the "Test") please find the following materials, each of which is required to be filed with the California Postsecondary Education Commission pursuant to the above-captioned law:

1. Five copies of sample test questions (Exhibit A);

2. Data with respect to the psychometric quality of the Test (Exhibit B);

3. The name and description, the purpose, and the time and place of administration of the Test (Exhibit C);

4. Data with respect to the intended use and subject matter of the Test; the measured skills and method of scoring; the relationship of raw and scaled scores to the knowledge and skills measured; and the basis upon which scores are made available (Exhibit B);

5. Statement with respect to score interpretation (Exhibit D); and

6. Combined record and test scores (Exhibit B).

The following information is provided for the Test:

Total tests taken in California	4,521
Number who took test once	4,046
Number who took test twice	499
Number who took test three times	1
Number who took test four times	1

These figures are estimates and are prorated from information provided by the test taker.

We do not require registration for our test.
We do not receive fees from test takers; rather, fees are received from test administrators.

Expenses attributable to the test:

Fee	$15.00 (1/1/84 to 9/30/84)
	$17.50 thereafter
Units	4,521
Sales	$ 73,320
Expenses	
Direct	17,597
Overhead	49,124
	$ 66,721
Operating Income	$ 6,599
Taxes	$ 3,471
Net Income	$ 3,128

We do not collect data on racial, ethnic background or sex when administering this test.

We do not provide an admissions data assembly service.

Please let me know if you require any additional information. I would appreciate your acknowledging receipt of this report.

Very truly yours,

Kathleen A Bursley

Kathleen A. Bursley

cc: Martha Jones
Karen O'Shea
Carol Olszewski

LSAC·LSAS

Law School Admission Council/Law School Admission Services

December 16, 1985

Horace F. Crandell
Postsecondary Education Administrator
California Postsecondary Education Commission
1020 Twelfth Street
Sacramento, CA 95814

Subject: Law School Admission Council/Law School Admission Services
Sponsor of the Law School Admission Test

Dear Dr. Crandell:

I submit herewith material reflective of Law School Admission Council/Law School Admission Services' compliance with Chapter 3 of Part 65 of the Education Code of California (the Act), as it pertains to the Law School Admission Test, a standardized test as described in the Act. These submissions comprise Law School Admission Council/Law School Admission Services' filing under Section 99153 of the Act.

Information required by Section 99153 is reported below for the program year ending June 30, 1985, with reference to applicable subsection of the Act.

Section 99153(a). Three copies of each version of the test which was disclosed in the prior testing year, along with the corresponding acceptable answers, and the methods used to convert raw scores into the test scores reported to test subjects and test score recipients, together with an explanation of that method.

Section 99153(b). The dates of major or national administration of each test administered during the testing year:

June 18, 1984
September 29, 1984
December 1, 1984
March 2, 1985

Section 99153(c). The total number of test subjects who have taken the test once: 85,236 (9,376 of these have taken the test at least one previous time in a prior test year); who have taken it twice: 9,513; and who have taken it more than twice: 380 during the testing year.

Section 99153(d). The total number of test subjects who registered for, but did not take, the test: 12,989.

Section 99153(g). A copy of all documents, pamphlets, and literature provided to the test subject and the test score recipient.

Box 40, Newtown, Pennsylvania 18940
(215) 968-1100

The 1984-85 LSAT/LSDAS Registration Packet is distributed to all test candidates. Exhibits A and B from the 1984-85 Registration Packet contain the information required at the following pages:

a) The purpose for which the test is constructed and intended to be used. Page 2 of Exhibit A and page 6 of Exhibit B.

b) The subject matters included on such test and the knowledge and skills that the test purports to measure. Pages 3 through 12 of Exhibit A and page 6 of Exhibit B.

c) The manner in which the test is scored and the relationship of the raw and scaled scores to the skills and knowledge it measures. Page 2 of Exhibit A and pages 6, 7 and 15 of Exhibit B.

d) The basis upon which such scores will be made available to persons or institutions. Pages 6-7 of Exhibit B.

e) A representative set of sample test items. Pages 13-32 of Exhibit A.

The Act requires that test subjects be provided with explanatory information to facilitate proper interpretation of test scores. Test subjects are provided with information on pp. 15-16 of Exhibit B that explains the meaning of scores including: Validity, Reliability, Standard Error of Measurement, and Repeater Statistics. Information on these subjects also appears on the reverse of the test score report sent to each test subject. In fulfillment of other obligations, designated institutions that are score recipients have also been provided with this information. They additionally will have received the Operations Reference Book (Exhibit C is an excerpt from Section 2 of the Operations Reference Book) before the first report of test scores in the current test year. A copy of relevant excerpts from the current Operations Reference Book is included with this letter as Exhibit D in compliance with the provision that this information be provided to the Commission "prior to or coincident with the first reporting of test scores to any test score recipient during a testing year." Test dates and locations at which the LSAT was administered in California in 1984-85 are indicated at page 29 of Exhibit B (1984-85 LSAS General Information Booklet) and Exhibit E (LSAT Test Centers for 1984-85). The first test during the 1985-86 testing year was given on October 5, 1985, with scores to be reported to test score recipients approximately four weeks later.

Test score recipients are provided with standard technical data sufficient to describe the psychometric quality of the test. These are provided in the sources referenced below. Exhibit C contains excerpts from Section 2 of the Operations Reference Book, a manual for users of the Law School Admission Test. Topics covered include: what the test measures (p. 1), test scoring (pp. 4-5), test reporting (pp. 5-8), validity (pp. 12-13), standard error of measurement and reliability (pp. 13-15), statistical data from the "old scale" LSAT—National (pp. 16-17), statistical date for the "revised scale" LSAT—National (pp. 18-19), aged scores (pp. 20-21), and avoiding misuse of the scores (pp. 25-26).

Section 99153(h). Where applicable, the national average test score: 31; the state average test score: 32. (Average LSAT scores were calculated only for those individuals whose undergraduate transcripts had been received and summarized by the Law School Data Assembly Service or LSDAS, and who had a reportable LSAT score on file.) Information on the standard error of measurement, and any other existing information relevant to a comparison of the test scores of the state's test subjects with test scores of previous test subjects of the past five years can be found under 99153(g).

Section 99153(i). For those tests used to predict academic performance, the most recent national or regional aggregation of data concerning the predictive validity of all of the following:

1. Academic record or grades alone.
2. Standardized test score alone.
3. Academic record and test score combined.
4. Standardized test scores over and above the predictive validity of academic record alone.

The published reference set entitled Law School Admission Research includes this information in the study designated LSAC 76-78; W.B. Schrader, Summary of Law School Validity Studies, 1948-75, Vol. III p. 519, which was filed with the Commission in September 1979. Volume IV of Law School Admission Research includes the most recent data concerning predictive validity in the studies designated LSAC-82-1, F.R. Evans, Recent Trends in Law School Validity Studies, p. 347, and LSAC-83-1, R.L. Linn and C.N. Hastings, a Meta Analysis of the Validity of Predictors of Performance in Law School. These studies have been distributed to institutions that are test score recipients as required. Over the years, the vast majority of law schools have participated in statistical studies that compared students' LSAT scores with their first-year grades in law school. Although the correlations between test scores and grades are not perfect, these studies show that LSAT scores help to predict which students will do well in law school. Moreover, a combination of students' scores and undergraduate grade averages gives a better prediction than either factor considered alone. Traditional validity studies concerning the edition of the Law School Admission Test first introduced in June 1982 have not as yet been carried out. However, LSAC/LSAS has for the past two years conducted preliminary correlation studies for those law schools interested in the preliminary predictive potential of the revised LSAT. As in the case with undergraduate grade averages, the correlation between LSAT scores and first-year law school grades varies from one law school to another. During 1984, validity studies were conducted for 124 of the 174 LSAC member schools. Correlations between LSAT scores and first-year law school grades ranged from .12 to .76. Correlations between LSAT scores combined with undergraduate grade averages and first-year law school grades ranged from .20 to .77.

Section 99153(j). Using available data, the racial, ethnic, and sex breakdown of all test subjects taking the test during the testing year:

Male	57,739
Female	41,434
American Indian	564
Black/Afro-American	6,905
Caucasian/White	82,662
Chicano/Mexican American	1,208
Hispanic	2,000
Asian American/ Pacific Islander	2,207
Puerto Rican	1,321
Other	1,787

In the 1984-85 program year, ending June 30, 1985, 98,119 persons registered for the LSDAS.

To meet the requirements of Sections 99153(e), (f) and (k), I am enclosing a copy of the 1984-85 audited financial report for LSAC/LSAS along with detailed information on the fee schedule in use during that fiscal year (Exhibits G & H). As you will note, LSAC/LSAS provides comprehensive admission services to law school applicants and to law schools; thus, allocation of revenue to discrete services would not provide an accurate picture of the relationship of fees to services. We feel that the audited financial report will afford you a greater familiarity with the financial posture of LSAC/LSAS than would be possible by artificially disaggregating financial data and allocating it to specific services.

Please feel free to contact me if I can provide you with further information.

Sincerely,

R. Paul Richard

R. Paul Richard
Deputy Executive Director

RPR:cac

Enclosures

cc: Thomas O. White
Bruce I. Zimmer
Renee Owens Kennish

EXHIBITS AND ENCLOSURES

Exhibit A - 1984-85 Law School Admission Test: Law School Admission Services Preparation Material/Sample Test

Exhibit B - 1984-85 LSAS General Information Booklet

Exhibit C - Excerpt from 1984 Operations Reference Book

Exhibit D - Excerpt from 1985 Operations Reference Book

Exhibit E - LSAT Test Centers for 1984-85

Exhibit F - Law School Admission Research, Vol. IV
    -LSAC-82-1, F.R. Evans, Recent Trends in Law School Validity Studies
    -LSAC-83-1, R.L. Linn and C.N. Hastings, A Meta Analysis of the Validity of Predictors of Performance in Law School

Exhibit G - LSAC/LSAS Inc. Combined Statement of Revenues and Expenses and Changes in Fund Balance

Exhibit H - Fee Schedule 1984-85 General Information Booklet, page 9

Enclosures

1) Disclosure tests (3 copies) and answers
    June 18, 1984
    September 29, 1984
    December 1, 1984
    March 2, 1985

2) 1984-85 Law School Admission Test: Law School Admission Services Preparation Material/Sample Test

3) Excerpts from 1984 and 1985 Operations Reference Book

4) LSAT Test Centers for 1984-85

5) Law School Admission Research, Vol. IV
    -LSAC-82-1, F.R. Evans, Recent Trends in Law School Validity Studies
    -LSAC-83-1, R.L. Linn and C.N. Hastings, A Meta Analysis of the Validity of Predictors of Performance in Law School

6) LSAC/LSAS Inc. Combined Statement of Revenues and Expenses and Changes in Fund Balance

7) Fee Schedule 1984-85

EXHIBIT G

LAW SCHOOL ADMISSION SERVICES, INC. AND
LAW SCHOOL ADMISSION COUNCIL, INC.

Combined Statement of Revenues and Expenses and Changes in Fund Balance

	Year Ended June 30	
	1985	1984
Revenues		
Applicant fees	$10,713,355	$ 8,702,240
"Law as a Career" program	79,850	104,445
Assured access program	129,450	39,993
LSAT publications	118,545	75,675
Miscellaneous income and other fees	109,983	38,854
Interest income	727,887	630,171
Total revenues	11,879,070	9,591,378
Expenses		
Salaries and wages (note 1)	2,828,504	2,302,172
Payroll taxes	157,501	150,735
Employee benefits (note 5)	463,381	465,180
Outside professional services		
Accounting and legal	157,287	117,696
Systems design and development	169,624	215,624
Test administration	398,749	348,567
Test development	35,675	544,002
Marketing and advertising	31,650	234,392
Research, general projects, and other services	1,103,561	442,962
Outside printing costs	1,145,757	1,089,046
Freight and postage	581,201	587,647
Office materials and supplies	372,589	240,273
Rent	183,239	281,364
Repairs and maintenance	119,942	138,053
Telephone	171,056	164,601
Other utilities	130,941	129,845
Sales and real estate taxes	115,878	87,923
Travel and subsistence	588,789	913,668
Insurance	47,400	38,682
Dues and subscriptions	34,667	26,679
Computer support services	532,490	370,131
Depreciation	896,036	780,557
Security	50,078	53,368
Interest	371,023	222,049
Miscellaneous	24,400	66,988
Total expenses	10,711,418	10,012,204
Excess (deficiency) of revenues over expenses	1,167,652	(420,826)
Fund balance, beginning of year	6,482,899	6,903,725
Fund balance, end of year	$ 7,650,551	$ 6,482,899

aamc **association of american medical colleges**

January 3, 1986

Horace Crandall
California Postsecondary Education
  Commission
1020 Twelfth Street
Sacramento, CA 95814

Dear Mr. Crandall:

The information contained herein is submitted in response to the requirements of Section 99153 through 99155 of the California Education Code concerning the Medical College Admission Test (MCAT).

The summary of income and expenses for the MCAT and American Medical College Application Service (AMCAS) as required by the Code is delineated on the attached statement. The following data on the MCAT is reported for the July 1, 1984 to June 30, 1985 test year:

Total number of tests administered:	44,443
Total number of individuals taking the MCAT once during the test year:	41,015
Total number of individuals taking the MCAT twice during the test year:	1,714
Total number of individuals who registered but did not take the test for which they registered:	7,725

Since the test is given only twice during the test year, this also represents the maximum number of times an individual can sit for the test. The MCAT fee was $50.00 for the Fall 1984 administration and $55.00 for the Spring 1985 administration. It is important to note that individuals who register for a specific test administration and subsequently do not sit for that test are provided the opportunity to register for the following test administration for a fee of $5.00. The remainder of the previously submitted registration fee is credited toward the individual's second registration.

The distribution of MCAT scores for examinees who declared California as their legal state of residence for the two reported administrations is enclosed. The two enclosures entitled "Table 1" represent the distribution of MCAT scores for all examinees who sat for the same administrations.

Recent studies pertaining to the predictive validity of the MCAT are presented in the green document entitled "Medical College Admission Test Interpretive Studies Series".

One Dupont Circle, N.W./Washington, D.C. 20036/(202) 828-0400

The document entitled "Explanation of Scores for Examinees" accompanies all score reports to examinees to assist in the interpretation of their score performance.

If you have any questions concerning any of the enclosed information, please feel free to contact me.

Sincerely yours,

James B. Erdmann

James B. Erdmann, Ph.D.
Director
Division of Educational
Measurement and Research

JBE:ms
Enclosures

Statement of Income and Expenses for Medical College Admission Test (MCAT) American Medical Colleges Application Service (AMCAS)

June 1, 1984 to June 30, 1985

EXPENSES	MCAT	AMCAS
A. Directly Attributable to the Test		
1) MCAT Research and Development		
Continued development of test items and forms and research concerned with test interpretation	461,624	
2) Operations		
Activities associated with national test administration and score reporting	1,372,215	
3) Interpretive Services and Information Dissemination		
Provision of materials, reports, and consultation regarding MCAT interpretation and performance	312,363	
4) Reserve for Future Redesign	166,315	33,685
5) Special Legal Services	114,569	
B. Indirectly Attributable to the Test		
1) Overhead		
73.0% on salaries of AAMC personnel only calculated at federally audited rate	153,027	607,383
C. Data Assembly Services		
1) AMCAS Reporting		
Organization, validation, and dissemination of application materials including MCAT scores		2,249,674

	MCAT	AMCAS
2) AMCAS Development		15,400
TOTAL EXPENSES	2,580,113	2,906,142
INCOME		
MCAT Testing Fees	2,577,325	
Additional MCAT Score Report Fees	138,877	
AMCAS Fees		3,946,843
TOTAL INCOME	2,716,202	3,946,843
Income over Expenses	136,089	1,040,701

References

Burton, Nancy W., and Turner, Nancy J. *Effectiveness of the Graduate Record Examinations for Predicting First Year Grades*. Princeton, N.J.: Educational Testing Service, 1983.

College Entrance Examination Board. *California College-Bound Seniors*. New York: The College Board, 1981a.

--. *National College-Bound Seniors*. New York: The Board, 1981b.

--. *California College-Bound Seniors*. New York: The Board, 1985a.

--. *National College-Bound Seniors*. New York: The Board, 1985b.

--. *1985-86 ATP Guide for High Schools and Colleges*. New York: The Board, 1985c.

--. 1985 Advanced Placement Program: National and California Summary Reports. New York: The Board, 1985d.

--. *PSAT/NMSQT Summary Report*. New York: The Board, 1985e.

Donlon, Thomas. *The College Board Technical Handbook for the Scholastic Aptitude Test and Achievement Tests*. New York: College Entrance Examination Board, 1984.

Educational Testing Service. *The GRE Guide to the Use of the Graduate Record Examinations Program. 1984-85*. Princeton, N.J.: Educational Testing Service, 1984.

--. *The GRE Information Bulletin, 1985-86*. Princeton, N.J.: Educational Testing Service, 1985.

Jones, Robert F., and Thomae-Forques, Maria. "Validity of the MCAT for Predicting Performance in the First Two Years of Medical School" *Medical College Admission Test Interpretive Studies Series*. Washington, D.C.: Association of American Medical Colleges, 1984.

Medical College Admission Test: Percentile Rank Ranges for MCAT Areas of Assessment, 1984 Summary of Score Distributions by Sex and Total, College Status, Undergraduate Major, and Racial/Ethnic Group. Association of American Medical Colleges. Washington, D.C. 1985.

Schrader, William B. *The Graduate Management Admission Test: Technical Report on Test Development and Score Interpretation for GMAT Users*. Princeton, N.J.: The GRE Council, Educational Testing Service, 1979.

The MCAT Student Manual: Washington, D.C.: Association of American Medical Colleges, 1984.

Wilson, Kenneth M. A *Review of Research on the Prediction of Academic Performance After the Freshman Year*. College Board Report 83-2. New York: College Entrance Examination Board, 1983.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of 1986, the Commissioners representing the general public are:

Seth P. Brunner, Sacramento, *Chairperson*
C. Thomas Dean, Long Beach
Seymour M. Farber, M.D., San Francisco
Patricia Gandara, Sacramento
Ralph J. Kaplan, Los Angeles
Roger C. Pettitt, Los Angeles
Sharon N. Skog, Mountain View
Thomas E. Stang, Los Angeles, *Vice Chairperson*
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Sheldon W. Andelson, Los Angeles; representing the Regents of the University of California

Claudia H. Hampton, Los Angeles; representing the Trustees of the California State University

Beverly Benedict Thomas, Los Angeles; representing the Board of Governors of the California Community Colleges

Jean M. Leonard, San Mateo; representing California's independent colleges and universities

Willa Dean Lyon, Newport Beach; representing the Council for Private Postsecondary Educational Institutions

Angie Papadakis, Palos Verdes; representing the California State Board of Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its director, Patrick M. Callan, who is appointed by the Commission.

The Commission issues some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514; telephone (916) 445-7933.

BEST COPY AVAILABLE

Standardized Tests Used for Higher Education Admission and Placement in California

California Postsecondary Education Commission Report 86-7

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Second Floor, 1020 Twelfth Street, Sacramento, California 98514; telephone (916) 445-7933.

Other recent reports of the Commission include:

85-34 California College-Going Rates, 1984 Update (September 1985)

85-35 Oversight of Out-of-State Accredited Institutions Operating in California: A Report to the California Postsecondary Education Commission Pursuant to Senate Bill 1036 (December 1985)

85-36 Director's Report, December 1985: From Ninth Grade Through College Graduation: Who Makes It in California Education (December 1985)

85-37 Foreign Graduate Students in Engineering and Computer Science at California's Public Universities: A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act (December 1985)

85-38 Instructional Equipment Funding in California Public Higher Education: A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act (December 1985)

85-39 Self-Instruction Computer Laboratories in California's Public Universities: A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act (December 1985)

85-40 Proposed Creation of a California State University, San Bernardino, Off-Campus Center in the Coachella Valley (December 1985)

85-41 Progress of the California Academic Partnership Program: A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984) (December 1985)

85-42 Alternative Methods for Funding Community College Capital Outlay: A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act (December 1985)

85-43 Faculty Salaries in California's Public Universities, 1986-86: The Commission's 1985 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (December 1985)

86-1 Director's Report, January 1986: Enacted and Vetoed Higher Education Legislation from the 1985-86 Regular Session of the Legislature; Two-Year Bills to be Considered in 1986; 1985 Fiscal Legislation Affecting Higher Education (January 1986)

86-2 Time and Territory: A Preliminary Exploration of Space and Utilization Guidelines in Engineering and the Natural Sciences (February 1986)

86-3 Report of the Intersegmental Task Force on Measles Immunization (completed November 1985; published March 1986)

86-4 Expanding Educational Equity in California's Schools and Colleges: Recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 (March 1986)

86-5 Background for Expanding Educational Equity: A Technical Supplement to the Report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83, *Expanding Educational Equity in California's Schools and Colleges* (March 1986)

86-6 Director's Report, March 1986: Overview of the 1986-87 Governor's Budget for Postsecondary Education in California (March 1986)

86-8 Feasibility Plan for a Comprehensive Student Information Study: A Report to the Legislature and Governor in Response to Assembly Bill 880 (1984) (March 1986)

86-9 The Need for Statewide Long-Range Capital Outlay Planning in California: An Issue Paper Prepared for the California Postsecondary Education Commission by Frank M. Bowen. (March 1986)

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